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ABSTRACT

A collection of information from the "Learning by Sharing in the Outdoors" workshop provides brief summaries of each workshop session along with lists of human, community, and bibliographical resources available to outdoor education practitioners, the workshop itinerary, and promotional brochures. The 18 workshop topics included: expedition planning; marine ecology; comparison of Outward Bound, National Outdoor Leadership School, and Wilderness Education Association programs; environmental ecology; exploring history through the outdoors; ropes courses; and bringing adventure into the physical education classroom. Other topics were: adventure and family therapy; creative writing and art; outdoor education and alternative schools; square rig international/tall ship sailing; construction of climbing ladders; outdoor equipment making and updating; outdoor adventure trip techniques; women and the outdoors; acclimatization activities; legal liability and the outdoors; and birdwatching as a teaching tool. (NEC)

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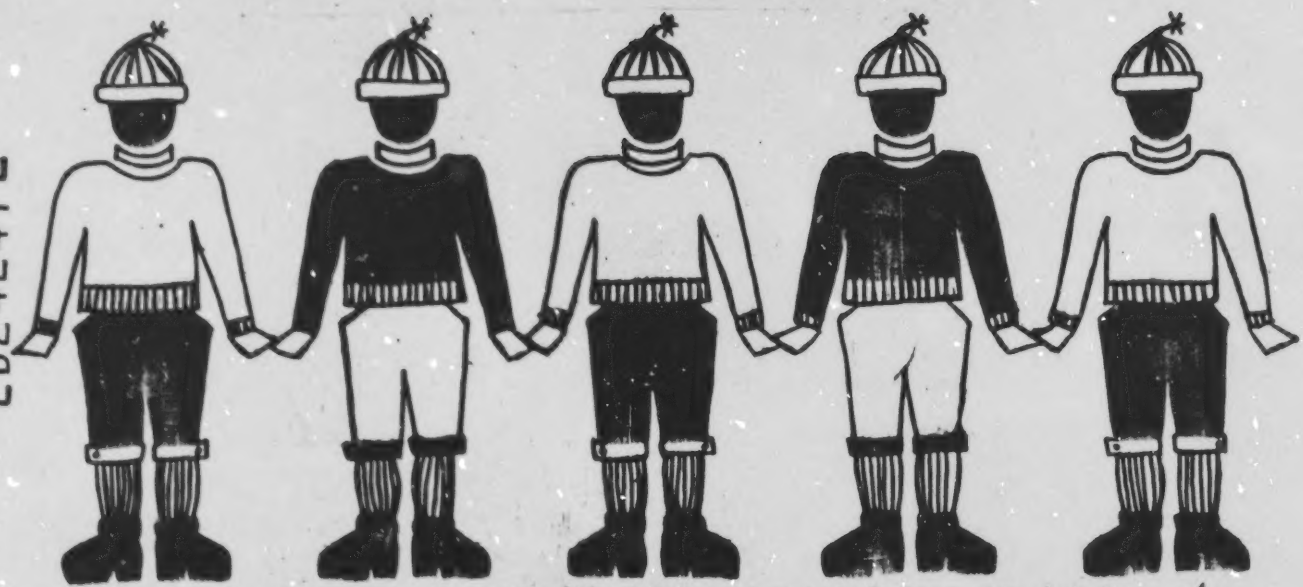

UNH OUTDOOR EDUCATION PROGRAM

LEARNING BY SHARING IN THE OUTDOORS

MARCH 5, 1983

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OUTDOOR EDUCATION PROGRAM
NEW HAMPSHIRE HALL
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INTRODUCTION

On March 5, 1983, the Outdoor Education Program at the University of New Hampshire held a workshop entitled "Learning by Sharing in the Outdoors." Over 125 people gathered in Durham, New Hampshire to share ideas, meet new and valuable resources and discuss some of the current assets and problems which exist in the field of Outdoor Education today.

The main speaker, Ms. Evelyn Browne, spoke of the need for the field to "gather its strengths and focus and spread the good news." This was definitely a common feeling shared by everyone as they left the workshop that evening.

To answer her call to task, the following collection of workshop information has been put together. The information presented at each workshop, additional natural, human and community resources on each topic and the workshop program has been compiled to answer Ms. Browne's call to the task at hand. It is hoped that the information and resources provided will assist Outdoor Educators throughout North America.

This booklet is a gift to Evelyn Browne and all individuals in education who have the desire to share the good news.

Further information can be obtained by either contacting:

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Las Cruces, New Mexico 88003

or

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ABSTRACT

The purpose of this study is to disseminate the collection of information presented at the 1983 "Learning by Sharing in the Outdoors" workshop on March 5, 1983. The topics discussed in the paper include the following:

1) Expedition Planning
2) Marine Ecology
3) A Comparison of Outward Bound, National Outdoor Leadership School and Wilderness Education Association programs
4) Environmental Ecology
5) Exploring History Through the Outdoors
6) Ropes Courses
7) Bringing Adventure into the Physical Education Classroom
8) Adventure and Family Therapy
9) Creative Writing and Art
10) Outdoor Education and Alternative Schools
11) Square Rig International/Tall Ship Sailing
12) Construction of Climbing Ladders
13) Outdoor Equipment Making and Updating
14) Outdoor Adventure Trip Techniques
15) Women and the Outdoors
16) Acclimatization Activities
17) Legal Liability and the Outdoors
18) Birdwatching as a Teaching Tool

Each topic contains a brief discussion of the material presented at the workshop along with a list of resources (human, community and bibliographical) available to the reader for further information and research.

Learning by Sharing in the Outdoors

On behalf of all the workshop coordinators and presentors, welcome to this festive experience. We hope that the workshop will be a success for all through combined sharing efforts.

ITINERARY

7:30- 9:30 - Registration for those who haven't pre-registered - Lobby
8:00- 8:15 - Introduction - Stage side of gym
8:15- 8:45 - Keynote Speaker: Evelyn Browne - Stage side of gym
9:00-10:20 - Session A Workshops
10:30-11:50 - Session B Workshops
12:00- 1:00 - LUNCH - Provided for Workshop Participants - Lobby side of gym
1:00- 2:20 - Session C Workshop
2:30- 3:20 - Learn and Share a Skill
3:30- 5:00 - Session D Workshops
5:00- 5:15 - Closing - Stage side of gym
5:15- 7:00 - Break
7:00- 9:30 - Contra Dancing - "The Blackwater String Band" - gym

WORKSHOP INFORMATION

Keynote Speaker: The keynote speaker will be Ms. Evelyn Browne, Professor Emerita of the University of New Hampshire. Ms. Browne was the originator of the Outdoor Program at UNH and has adventured throughout the Western Hemisphere (her latest adventure being an excursion up the Amazon River this past fall). She will address the concerns outdoor education has met in the past and the needs it must face in the future.

WORKSHOP SESSIONS

Session A - 9:00-10:20

2 - Marine Ecology (25) (Rm 8)
3 - WEA, NOLS & OB (Unlim.) (Rm 104)
5 - Exploring History Through the Outdoors (15) (Back Parking Lot)
7 - Bringing Adventure into the P.E. Classroom (Unlim.) (Rm 16)
#15 - Women & the Outdoors (25) (Fencing Rm)

Session B - 10:30-11:50

#10 - O.E. & Alternative Schools (Unlim.) (Rm 8)
#11 - "All I Ask Is A Tall Ship" (Unlim.) (Rm 104)
#13 - Equipment Making & Updating (Unlim.) (Fencing Rm)
#14 - Trip Techniques (25) (Stage)
#17 - Acclimatization Activities (Unlim.) (Rm 16)

Session C - 1:00-2:30

1 - Expedition Planning (30) (Rm 16)
4 - Environmental Ecology (20) (Rm 8)
6 - Ropes Course (1-5:00) (20) (Parking Lot)
8 - Adventure & Family Therapy (Unlim.) (Fencing Rm)
#18 - Legal Liability & the Outdoors (Unlim.) (Rm 104)

Session D - 3:30-5:00

9 - Creative Writing (20) (Fencing Rm)
#16 - Disabled Populations and the Outdoors (Unlim.) (Rm 8)
#19 - Birdwatching as a Teaching Tool (Unlim.) (Rm 16)
#20 - Outdoor Leaders and the Field (Unlim.) (Rm 104)

Please wear your nametag to all workshops and workshop activities.

Certain limits on participants have been established by the presentors. They are placed in parentheses in the preceding workshop session list. Please respect them.

Please note that the workshop #6 - Ropes Course will run from 1-5:00.

See workshop description for further details.

Receipts are available at registration or in the Alumni Room after 9:30 a.m.

LEARN AND SHARE A SKILL

Come and join us in activities and learn by sharing with others

Activity	Location
*New Games	Stage side of gym
*Initiatives	Lobby side of gym
Bachar Ladder	Stage area
Waxing Skis	Room 16
*Hacky Sack	
Skin Diving	Meet in Lobby (interested people will go
CPR Practice	Room 8 to the Field House)
Video Tape "The Spiritual Values of the Wilderness" Willi Unsoeld	Fencing Room
Film "All I Ask Is A Tall Ship"	Room 104

* These activities will meet here but, hopefully, will progress outside.

CROSS-COUNTRY SKIING - We are sorry, but cross-country skiing had to be cancelled because of poor weather conditions.

BROWSING AND RELAXING ROOM - The Alumni Room will be open from 9:30-5:00 for chatting with new friends, receiving information on the upcoming Northeast AEE Conference on March 26th, looking at various programs, buying T-shirts, etc. Please stop by, relax and meet and share with old and new friends.

SUPPER - We realize that many workshop participants cannot stay after 5:00 p.m. because of the considerable distance they have driven, so the dinner meal is not included in the workshop fee. If you are interested in eating in Durham before you leave, or stay and attend the contradance, a list of eating establishments is available for you in the lobby area.

CONTRADANCE - All workshop participants are cordially invited to the contradance from 7:30 - 10:30 p.m. The band playing will be the Blackwater String Band. Please wear your name tag since that is your ticket for entrance to the dance, or you will be asked to pay $2.00.

QUESTIONS? ASSISTANCE? LOST? - Many UNH students have volunteered their time to assist workshop participants all day Saturday. If you need any assistance, please ask one of them to help you. They are easily recognizable by the burgundy colored UNH Outdoor Program T-shirts.

EVALUATIONS - Please complete the attached evaluations and place in the evaluation boxes located either on the stage or in the lobby area. The presentors of the workshops will be sent your suggestions and evaluations.

FURTHER INFORMATION - The reports, results and resources of each workshop will be compiled on a 3-5 page document with the assistance of each presentor. If you would like a copy of one, several or all of the workshops, they are available to you for a nominal fee. Please use the attached form for your order.

DESCRIPTION OF WORKSHOPS

Session A

#2 - Marine Ecology (Room 8) (Limit 20-25)

This workshop will present an overview of marine education resources available in the New England Seacoast Region. It will include suggestions, activities and plans for an educational marine experience.

Heidi Freeman is a student at UNH. She is an active intern with the UNH Advisory Program and an alumni of the Shoals Marine Laboratory Program.

#3 - WEA, NOLS & OB (Room 104) (Unlimited)

This workshop will be presented by Pam Kerr, a senior here at UNH. She will be discussing her experiences concerning three popular outdoor education programs: WEA, NOLS and OB. Pam has been employed with and has participated in these programs and will relate their philosophies and methods. Pamphlets and catalogs will be available along with a question/answer period.

Pam Kerr designed her own major in Outdoor Education at UNH. She has worked with Outward Bound in the winter (HIOBS) and WEA in the summer (Alaska). While in Alaska, Pam enjoys the company of her dog, Magnum.

#5 - Exploring History Through the Outdoors (Back Parking Lot) (Limit 15)

This workshop will deal with using the outdoors as a vehicle for teaching and learning about history. In order to reach this objective, workshop participants will travel to "Salty," the home of Evelyn Browne. Here she will lead the group for a tour of her farm, cellar holes, cemetery and other landmarks which deal with the history of the area. This workshop will be of special interest to teachers who wish to bring this back to their students or for anyone interested in the history that is all around them in the outdoors.

Evelyn Browne, Professor Emerita of the University of New Hampshire, is credited with the founding of the Outdoor Education Program here. Ms. Browne came to UNH in the fall of 1943 as a physical education instructor and worked for years in order to organize the outdoor program. She is the proud owner of a 3-ton yurt.

#7 - Bringing Adventure into the PE Classroom (Room 16) (Unlimited)

Adventure education has become a critical part of many physical education curriculums. After showing a few examples of currently existing programs and discussing why these programs exist, the following topics will be explored:

a) program development
b) politics behind initiating a program
c) funding
d) public and private resources

It is hoped that workshop participants will come away from the workshop with the knowledge of how to start or add to an adventure program in Physical Education.

Michael Gass is the Coordinator of Outdoor Education in the Department of Physical Education at UNH. He put himself through graduate school by working in a French restaurant and has a great recipe for stuffed mushrooms with crabmeat.

#15 - Women and the Outdoors (Fencing Room) (25)

The purpose of this workshop is to examine the opportunities that outdoor adventure activities provide for women to enhance self-esteem, promote growth and realize potentials. The experiences of both the presentors and workshop participants will form the basis for this discussion.

Nancy Cray received her Master's degree in Social Work and is currently a Family Therapist at the Community Council Center in Portland, Maine. She has six years' experience with the Outward Bound Program at both the Hurricane Island and North Carolina locations. Nancy spends her leisure time in the outdoors, enjoys rock climbing and spending time with her dog, Duffle.

Ann Driscoll is Director of the mini dorms at the University of New Hampshire and one of the main sources of energy behind the Fireside Program at UNH. She is looking forward to climbing in the Shawangunks this spring and leading bicycling trips in Europe this summer.

Session B

#10 - Outdoor Education and Alternative Schools (Room 8) (Unlimited)

This workshop will discuss the role of Outdoor Education in alternative schooling. It will include a slide show presentation on two alternative schools - Rochester and Winnacunnet - and their program models.

Dave Abbott is a graduate of UNH and an experiential educator at the Winnacunnet Alternative School.

Bill Cuff is employed as a teacher at the Rochester Alternative School and is the Director of the Fireside Program. Bill is currently working towards an advanced degree in Counseling.

#11 - All I Ask Is A Tall Ship (Room 104) (Unlimited)

The purpose of this workshop is to examine the goals and educational processes of the newly formed organization, Square Rig International. The purpose of this organization is to save the destruction of the Tall Ships

still serviceable today by providing education experiences at sea. The workshop will begin by viewing a movie of one of these educational experiences. (This movie was produced by the BBC and has never been shown in the United States.) After the movie, there will be a presentation on this organization with a question-and-answer period to follow.

Ingrid Gottschneider (Mrs. Rick Shaw) is the Director of Public Relations for Square Rig International. She sailed the Atlantic several times on the Tall Ship, Sørlandet. She also was one of the individuals who helped build Evelyn Browne's yurt in 1972.

#13 - Equipment Making and Updating (Fencing Room) (Unlimited)

This workshop will first address equipment selection, durability, usefulness and repair for outdoor use. It will then discuss and display the type of patterns, materials, sewing machines, stitching and waterproofing one uses when making your own equipment. Example of various designs will then be available, along with a discussion of what to include in a repair kit.

Peter Axelson graduated from UNH with a degree in Biology and has directed and/or instructed in various Outward Bound projects and programs for the past ten years. When the weather is right, he likes to rock climb and when the water is cold, he likes to kayak.

#14 - Trip Techniques (Stage) (25)

The purpose of this workshop is to provide an overview of factors to consider while planning or leading a trip. The opportunity to share ideas concerning the following will provide a major portion of the workshop agenda:

a) trip planning checklist
b) discussion of leadership styles
c) group considerations
d) activities to use on trips

Joanne Stemmerman is the President of the New Hampshire Outing Club and coordinates the Cooperative Outdoor Leadership Training Program. She has worked for HIOBS as an assistant instructor and is an avid proponent of hammock use and juggling.

#17 - Acclimatization Activities (Room 16) (Unlimited)

Acclimatization is an environmental education process which helps individuals build a sense of relationship - through both feelings and understanding - with the natural world. Through activities, we'll investigate the various components and methods of acclimatization and work our way through a progressive teaching model. We will be outside for most of the session, so come prepared.

Mike Gass is working on his doctorate in Experiential Education, pero el encuenta Español muy dificil.

Session C

#1 - Expedition Planning (Room 16) (30)

This workshop will discuss the mechanics and details of planning and executing expeditions. Seminar-type activities will involve workshop participants in planning a one-week backpacking trip and a 5-week mountaineering trip.

Dave Mention is a Philosophy student and a veteran of four major expeditions, one marriage and several student loans.

Mike Brochu is a UNH student and an ex-climbing instructor with several expeditions to his credit.

#4 - Environmental Ecology (Room 8) (20)

Workshop participants will be actively involved in a series of activities that can be done with elementary-level students. These activities utilize the out-of-doors as an educational resource. Included are awareness, trail, quiet, curriculum, seasonal activities and ecology games. Participants should be prepared to go outside regardless of weather conditions.

Kathi Post is the Coordinator of Environmental Education Programs for the elementary schools in the towns of Brookline and Hollis, New Hampshire. The position is funded through the Beaver Brook Association. She tends an organic garden during the summer months.

#6 - Ropes Course (1:00-5:00) (Meet in Parking Lot - Limit of 20 people)

A ropes course has been defined by Project Adventure as a series of ropes, cables, trees, and logs designed and constructed to present elements which require a combination of balance, agility, coordination and commitment to navigate. A grant from Project Adventure made the ropes course at Rochester, N.H., a reality. Workshop participants will travel by van to Rochester to receive hands-on experience and a discussion of the theory behind the course.

Bill Cuff is the Director of the Fireside Program and has worked with people on Ropes courses from the ages of 6 to 60.

Ann Driscoll is a ropes course veteran and enjoys an occasional piece of chocolate and Ding Dongs.

#8 - Adventure and Family Therapy (Fencing Room) (Unlimited)

This workshop will be an introduction into utilizing the outdoors as a medium in the Field of Family Therapy.

Nancy Cray received a B.S. in Health and Family Life Education and a Masters in Social Work. She currently works as a family therapist in Portland, Maine.

#18 - Legal Liability and the Outdoors (Room 104) (Unlimited)

This workshop will deal with legal matters and the outdoors. It will begin with a short, formal presentation and continue with a less formal question-and-answer period so participants will be able to meet their current and future needs regarding liability and programs.

Bob Gallo is the Assistant Dean of Student Affairs as well as a law student at Franklin Pierce.

Dan Garvey is the Associate Dean of Student Affairs at UNH. He was the main force in originating the Fireside Program and is a major contributor to the Outdoor Education Program at UNH.

Session D

#9 - Creative Writing (Fencing Room) (20)

The workshop will begin by discussing the use of the outdoors as a communication medium and the importance of the outdoors to writers and writers to the outdoors. It will then lead into some activities including sense work, writing poems and listening to readings. The workshop will conclude with a discussion on teaching writing in the outdoors and the process involved.

Sally Harvey is a senior at UNH with an English major specializing in poetry. She has traveled extensively in the outdoors and uses these experiences to enhance her writing.

#16 - Disabled Populations and the Outdoors (Room 8) (Unlimited)

This workshop will discuss a sequential approach to adventure experiences in the outdoors for individuals who have disabilities. It will include information on program adaptation and a slide show on past programs. Participants in this workshop will be given the opportunity to share ideas and participate in adapted activities.

Colleen O'Brien is a senior at UNH in Recreation Programming and Anthropology. She has worked most recently for the Open Doors Project and as a Program Director for Respite Experiences through UNH. Both programs involve individuals who have physical and/or mental disabilities. Colleen is an imaginative programmer, who's specialty is 'Imaginary Baseball.'

#19 - Birdwatching as a Teaching Tool (Room 16) (Unlimited)

Participants will explore four various teaching styles of ornithology: field trip, individual project, group project and lecture. They will discuss how these methods affect the learning process of students.

Ellen Foster is a senior at UNH planning to go into an environmental education field. She is active in the Fireside Program and has worked with environmental education programs in Newfoundland and New York City.

#20 - Outdoor Leaders in the Field (Room 104) (Unlimited)

This workshop will involve an intense look at leadership as seen through the eyes of some of the most important leaders in the field of Outdoor Education. Topics to be discussed are:

a) How to become a better leader in the outdoors.
b) The future in the field of Outdoor Education.
c) Certification.

The panel members' varied backgrounds and viewpoints should provide for a fantastic discussion.

Panel Members

Rosie Andrews - Director of the Outdoor Program at UVM and a rock climbing fanatic with itchy fingers for spring.

Jeff Cular - Graduated from UVM and is now the Land Base Course Director at Hurricane Island Outward Bound School. He helped with the Outing Club and the Fireside Program here at UNH. He was also Dan Garvey's Outward Bound instructor.

Dan Garvey - Dan is the Associate Dean of Students at UNH and an adjunct professor in the Outdoor Education Program. He was an avid bicycle racer and has a beautiful little daughter.

Keith King - Received his three degrees from Springfield College. He developed and is running Operation LIVE (Learning in Vigorous Environments) at Keene State College. He was another contributor to the Fireside Program at UNH.

Ed Raiola - Received his B.A. from California State and his M.A. in Outdoor Education from the University of Northern Colorado. He is the head of the Outdoor Program at Unity College and is an avid ice climber.

WORKSHOP #1 - Expedition Planning

This particular workshop was designed for the individuals interested in the variety of elements one must consider when planning an expedition, whether it be a week-long backpacking trip or a month-long mountaineering expedition.

The workshop leaders pointed out five basic questions individuals must ask themselves before actual planning can begin. The five questions stated were:

#1 Who? - Who do we want to participate on this expedition? Have we worked together before? Can we all get along (or tolerate) each other, especially under stressful conditions? Is everyone physically and mentally capable? How many people do we want (small or large group)?

#2 What? - What is it we want to do? A steep ice wall Alpine Style or a lengthy hike in mountainous territory? How does the trip match each member's capabilities?

#3 Where? - Where does the group want to go? Alaska, Rocky Mountains, South America? How much are we willing to spend to travel? Does the group want to go no further than a half-day's drive or does the desired trip require long travelling distances? Also, environmental conditions in the area may limit what seasons you may go to what area. Background reading and previous travellers to the area are extremely helpful.

#4 Why? - Differing reasons for desiring to go on the expedition may exist (e.g. solitude, photography, challenge, comradery). Do these differences exist and do they pose a problem?

#5 When? - When can the group go on the expedition? When are the weather conditions best for the undertaking we have chosen? Does our objective require permits and therefore a great deal of planning time?

After these five basic questions along with associated questions which occur have been answered, more in depth planning can follow. Some of the next items to consider might be:

#1 Sleeping systems - There are many advantages and disadvantages to the two basic type of sleeping bags available - down and synthetic material. Down is lighter and highly compatible but relatively useless when wet. Synthetics are heavier and less compatible yet are able to retain their loft when wet.

Sleeping bag vapor barrier liners may have some advantages in that they keep your perspiration from soaking your bag, add 5^{0}-10^{0} of warmth, and help to conserve the body's fluids which becomes increasingly important at higher altitudes.

Much of the body's heat is lost through conduction to the ground beneath. Sleeping pads are a must and in cold climates must not turn brittle. (E.g. open cell ensolite pads will turn brittle and crack in cold temperatures whereas closed cell pads will not.)

#2 Shelter - The shelter used depends to a major extent on the area where your expedition will take you. Tents come in many designs and only certain models are able to withstand high winds, snow leading, etc. Think of your objective and select the appropriate model to use.

#3 Personal items - This list can be quite variant for each member of the group but hold as much importance as the proper sleeping bag selection. Personal

judgement and suggestions from others are the major determinants of what this list should include. Some items which might be considered are: books. cameras, headlamps, cassette players, ear plugs (especially if your tent mate snores), etc.

#4 Technical gear - Your technical gear needs to match your objective. What did other groups need who had previously done the route? Or on a similiar route, what technical gear did your group need? Remember also that too much gear can be as bad as not enough.

#5 Food and cooking supplies - There are four basic sources for your expedition's food needs - outdoor/wilderness retail stores, bulk food mailing companies, health food stores, and grocery stores. All four have their advantages and should be considered as resources for planning the expedition's nutritional and caloric needs.

The three types of foods most expeditions obtain from these stores are freeze dried food, dehydrated food and "store bought" food. Freeze dried products hold less than 2% of water and have the advantages of being quick and efficient to prepare but are relatively expensive, often bland and sometimes lack in variety. (A spice kit is often a welcome aid when using these foods.) Dehydrated products hold 20% of their original water content which makes them heavier but they are usually less expensive and can often be made at home with a home dryer.

Store bought food usually makes up for as much of the expedition's menu as possible because of variety, low cost, and availability. Limiting factors can be perishability, difficulty in packaging and weight. Some common favorites are rice-a-roni, top ramon, powdered mixes, etc.

No matter what food one chooses to bring, it must be easy to prepare. This often means being cooked on top of a backpacking stove or boiled. The addition of lightweight pressure cookers to the expedition's kitchen can greatly facilitate the preparation process.

Additional considerations concerning food selection might be (especially on longer trips):

- nutritional needs of the group
- preferences to certain food groups (e.g. vegetarians, lacto-vegetarians)
- energy needs (i.e. the correct balance of carbohydrates, fats and protein)
- make foods which are "palatable" even when the group does not feel like eating!

The liquid requirements of the group deserve equal consideration. The body can require up to four to six quarts of water at high altitudes. (Much of this water intake comes from the proper planning of "liquid food" - soups, hot and cold drinks, etc.) At higher altitudes it becomes increasing more important to take in large amounts of water to aid in the prevention of maladies such as pulmonary and cerebral edema. It is also important to know where your water sources are and is it necessary to purify the water or not.

If water purification is necessary, the following guidelines and methods for selecting the purification process should be used:

In order to purify water, the method used must be effective in:

1. cold or warm water,
2. cloudy or clear water,

and against:

1. Viruses, causing a disease such as infectious hepatitis,
2. Bacteria, causing a disease such as cholera,
3. Amoebic cysts, causing a disease such as giardiasis. (A special problem in back country: prevalence and non-host-specificity.)

POSSIBLE METHODS

1. Boiling - bringing all water used to a rolling boil for a certain time period.
2. Filtering - passing all water used through a portable filter with pore size .45-1.00 microns
3. Chemical treatment -
   A. Chlorination - adding tablets of Halozone
   B. Iodination -
      I. Saturated iodine solution - decanting a saturated solution from 4-8 grams of iodine crystals
      II. Bound iodine - adding iodine-containing tablets such as Globaline, Coughlan's, or Potable Aqua

PROBLEMS

BOILING - Energy and time consuming, variable time required and temperature achieved; however, totally effective.
FILTERING - ineffective against viral diseases and in cloudy water
CHLORINATION - short shelf-life, pH dependent, and less than totally effective in water containing organic material
SATURATED IODINE SOLUTION - relatively complicated procedures, toxic quantities required, temperature, dependent solubility, incomplete effectiveness in cold, cloudy water

#6 Stoves and Fuel - Various options exist with stove models which burn white gas, bottled gas, kerosene and other type of fuels. Probably the most important characteristics to consider when selecting expedition stoves are:

A. Ability to work on the type of expedition you are on for an extended period of time.
B. Fuel availability for your stove (do they sell bottled gas in Katmandu or on the Kahiltna Glacier?)
C. Can you repair your stove in the field if it is broken?

For windy and cold conditions, windshields and pumps both improve a stove's performance. Weight is also an important factor to consider.

Other items associated with cooking one might consider include: cooking pot selection (once again, the pressure cooker serves well here), large mugs, extra spoons, pot cozys, water bottles (wide mouths, please), and matches and lighters.

#7 Personal Clothing - One's selection of clothing will depend almost entirely on the area where one will be traveling. The "layering principle" seems to be the best method anywhere since it allows an individual to efficiently regulate body temperature.

Gortex and other rain protectors are not without their problems. Coated nylon doesn't "breathe" (allow body humidity to pass through the material) but is relatively water repellent. Gortex claims to let water vapor out and keep rain from getting in thereby keeping you dry.

Pile and polypropalene are lighter than wool, less itchy, and wick water away from one's body and keep you warmer. Their only drawbacks seem to be that they are extremely flammable and not very wind resistant.

#8 First Aid and Medical Supplies - Your emergency needs should match the situations the group will place itself in. Good preventative safety measures should include assessing the medical training of the group, a flexible evacuation plan for the group throughout the expedition, and good physical conditioning before the expedition begins.

First aid considerations include a complete wilderness first aid kit along with general and personal prescription items such as pain killers, sleeping pills, and dental kits.

There are many good books on the subject of mountain medicine that should be consulted. "Regular first aid" is not enough. An expedition must be able to treat an injury or illness much longer than first aid teaches. Rescues cannot be counted on and one must often times be prepared to treat all emergencies with the group's resources.

#9 Environmental Conditions - It is important to know the weather conditions specific to the area your expedition is traveling in. Some considerations might be:

- crevasses
- bears
- bugs
- rockfall
- etc.

Many of these considerations will determine your equipment.

#10 Transportation - Arriving at one's destination by whatever mode of transportation best suits the expedition's needs will largely be determined by an expedition's timetable, budget, patience, etc. Probably one of the best sources of information on how to get to your starting point is to find out how previous similar expeditions arrived there.

#11 Timetable - In order for the actual execution of all the various steps and tasks to be completed without major problems, the group should establish a timetable where certain tasks will be completed by certain days (e.g. food packed by a certain day, permit obtained by a certain day, plane tickets purchased by a certain day).

EXPEDITION PLANNING

I. Resources

1. Route planning
2. Party size and aim
3. Expenses - fund raising, etc.
4. Background reading on area
5. Are there jobs in the area for the party to stay in area for?

II. Planning

1. Equipment

A. Sleeping systems:
down vs synthetic
gortex, V.B.L., PADS

B. Shelters
- tents
- lean-to's
- snow caves

C. Personal Items
- books, journals
- ear plugs
- cassette decks
- camera and film
- head lamps, batteries
- extra stuff sacks

D. Technical Climbing Gear
- fixed ropes vs Alpine style
- route hardware: e.g. axes, hammers, nuts, screws, slings, pickets, etc.

E. Special Snow Gear
snow saws, shovels, skis, snow shoes

2. Food/Cooking/Supplies/Fuel

A. Freeze dried
- expensive, often bland, hard to find
- quick, efficient, easy

B. Dehydrated
- less expensive, light
- can be made in home food drier
- more variety

C. Store-bought food
- macaroni and cheese
- Rice-A-Roni
- top ramon, etc.

D. All food must be able to be cooked on top of a stove or boiled
- water is weight
- nutritional needs on a longer trip
- personal preference and palatability
- energy needs: sugars, carbohydrates
- bulk and weight

E. Liquids
- body needs 4 qts./day
- soup, hot drinks
- altitude/environmental problems

F. Stoves
- white gas vs bottled gas
- pumps and windshields
- availability/quantity of fuel

G. Cooking Equipment
- several cooking pots
- large mugs
- extra spoons
- pot cozys
- water bottles
- matches/lighters

3. Personal Clothing Systems
- appropriate to usage
- down vs pile
- gortex, other rain systems
- layering principle
- vapor barrier systems

4. Medical Kit
- what is medical training of group?
- how far away from help are you?
- prescription items/personal
- prescription items/general
- find a sympathetic doctor

5. Environment
- snow conditions
- weather patterns
- special considerations:
  crevasses
  bears
  bugs
  rock fall

6. Transportation
- provide cars, shuttles
- air support, drops
- cheapest vs most efficient
- packing gear for transportation

III. Execution

1. Establish a timetable
   - divide tasks among group
   - set dates for task completion

2. Correspondence
   - have 1 person handle all correspondence

3. Is a trip treasurer needed:
   - decide how to handle finances

4. Conditioning
   - general physical conditioning
   - specific skills conditioning

WORKSHOP #2 - Marine Ecology Workshop

The Marine Ecology Workshop dealt with aspects such as the meaning and purpose of outdoor education, with the main focus of the presentation on suggestions, activities and plans for an educational marine experience. In addition, a slide presentation which was a visible representation of the different habitats and communities was shown and a list of marine education resources in the New England area was made available.

WHY: Learning in the Outdoors??

Learning in the outdoors is a time when students can work together in a group, and each becoming successful in learning about themselves and their environment. One of the prime purposes is to provide a motive and encourage others to develop ones own values and ideas about the environment and "transfer" these ideas to other learning experiences. There can be an emphasis on the human senses which are not always exercised to their fullest capacity and their imagination is greatly enhanced with the walls of the "normal" learning situation taken down. Spontaneity is of vast importance, as well as the inquisitiveness and questioning of the students. Here, it was referred to as the "teachable moment." It is important to take the time to look at that question and deal with it while the opportunity is there and while the students are focusing on that subject.

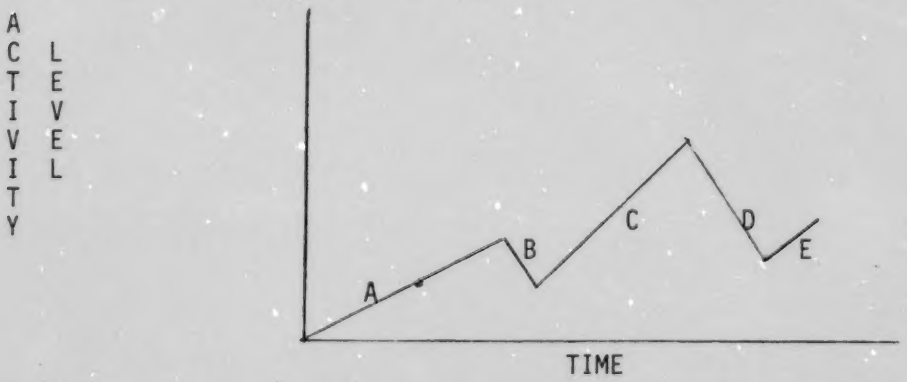
The marine education experience and other outdoor learning programs are interdisciplinary. Marine education does not have to be just marine science, where one goes tidepooling to look at the different critters. It can be tied into other areas of interest and importance such as geography, geology, math and energy through various activities. Learning through discovery becomes an important component in this process. Look, feel, touch, small and hearing all equally aid in learning different concepts about the environment. It is a way of sparking curiousity to help students find their own answers.

A day at the coast:

Teaching techniques were offered in the form of an agenda for a day at the shore. It was directed toward elementary age students and included suggestions, activities and plans. It is important to inform the students before the trip what to wear, what to bring and what to expect. Pre-trip and post-trip discussions and activities are also important in pulling it all together, and to help encourage the learning to continue.

The "Spirit Curve" diagram below as used as an aid to help plan out the days activities in relation to the students spirit.

SOCIAL RECREATION SPIRIT CURVE



The Social Recreation Spirit Curve (SRSC) is designed so to maximize the use of students energy and attention level. This chart also aids with crowd control and helps prevent student burn out.

A: Time period "A" represents the time when students first get to the site. Energy level is high. What this chart suggests is not to fight the energy and excitement but to use it. We suggest activities that will use the energy and get the students focused on the goals of the trip.

Example: Microtrails

Each student will be given a 15 inch long piece of string. Students are separated into groups of two. Each string is layed on the ground, then each student is asked to think of themselves as ants and that the string is their natural trail. The students get 10 minutes to explore their trail. Then they each get 5 minutes to explain their trail to their partner.

B: Time "B" is a time to calm students down. This prevents the students form using up all their energy and/or losing interest early in the trip. This is a good time to break students into groups (we suggest working in groups of 6-8). This is also a good time to explain safety, rules, etc.

Example Activity: Personal Periwinkle

This activity improves the students observation skills. Give each student in the group a periwinkle shell. Ask each student to study it then put them all in a cup. Shake them and then ask each student to find their shell. Surprisingly high success rate!

C: Time "C" is time for the "main" activity of the day. At the coast we suggest tide pooling at low tide. Teachers-don't forget to get involved!

D: Time "D" is a time of reflection and sharing. In small groups ask each student to talk a while about what they did during the trip. This not only gives the students a chance to hear about what they missed but also to think about and talk about what they saw. Students tend to retain more this way.

E: Time "E" is for a last fun activity before leaving. This implants a fun and positive memory of the trip.

Example: Spiral Worm
All students hold hands and stand in line. One of the two end students will act as the axis and the other students will slowly rap themselves around this axis. This forms a shape similar to that of a spiral worm.

For further information on the SRSC write to Dr. Ann Morgan c/o Parks and Recreation Department, University of New Hampshire, Durham, New Hampshire 03824.

More activities can be found in the resources listed below. Remember to choose activities that are appropriate to the students energy level, will keep with the theme of the trip, and will help the participants ready themselves for future activities.

RESOURCES:

State of Maine:

1. MR. and MRS. FISH
   Gulf of Maine Aquarium
   Portland, Maine

2. STATE of MAINE DEPARTMENT of MARINE RESOURCES
   Lorraine Stubbs
   Augusta, Maine

   works with teachers to help set up programs

3. UNIVERSITY of MAINE SEA GRANT ADVISORY PROGRAM
   David Dow
   Orano, Maine

   Maine education resources for all ages

4. THE OCEANARIUM May-October
   David and Audrey Mills
   Southwest Harbor, Maine

   fish gear, commercial fishing, lobstering

State of Massachusetts:

1. GLOUSTER FISHERMANS MUSEUM
   Glouster, Massachusetts

2. PEABODY MUSEUM
   Peabody, Massachusetts

3. THOMPSON ISLAND EDUCATION CENTER
   Jade Vagel

   urban student focus

4. NEW ENGLAND AQUARIUM
   Cindy Richardson
   Boston, Massachusetts

   teacher workshop

State of New Hampshire:

1. AUDUBON SOCIETY of NEW HAMPSHIRE
   Concord, New Hampshire

2. SHOALS MARINE LABORATORY
   Arthur Borror, University of New Hampshire
   John Heisser, Cornell University
   Isles of Shoals, Gulf of Maine

3. MARINE ADVISORY PROGRAM
   Julia Steed Mawson
   Sharon Meeker
   University of New Hampshire
   Durham, New Hampshire

4. ODIORNE POINT STATE PARK (Marine Advisory Program)
   "Through the Looking Glass" - Marine Education
   Program March-June, elementary through middle school
   "Summer by the Sea" - open to the public

   SEA TREK
   Marine education programs in schools, lecture and slide show of seacoast environments
   Odiorne Marine Advisory Workshops
   Floating lab for school visits - University of New Hampshire

Many of these programs have materials with suggestions which can be adapted to your program. The following is a list of publications with ideas that may be adaptable to your program.

1. Any of the many New Game Books and/or Progressive Game Books.
2. ACCLIMATIZATION by: Steve VanMatre
3. OCEAN MAGAZINE
4. A REASON FOR SEASONS by: ???
5. THE TIDEPOOL TIMES, New Hampshire Marine Advisory
6. MEMS (Marine Education Material System)

Keep in mind that the greatest resource of all is the people around you.

Good Luck

See You on the Coast

WORKSHOP #3 - OB, WEA, and NOLS

The purpose of this paper and the workshop is to discuss three extremely popular outdoor adventure education programs today. The first school is Outward Bound (OB) which has five schools located in various regions of the United States. The second is the Wilderness Education Association (WEA), centered in Driggs, Idaho. And the third is the National Outdoor Leadership School, which runs out of its headquarters in Lander, Wyoming. Though all three schools use the outdoors as their classroom, their purposes are uniquely different. This paper will:

1. Discuss the various goals of each program.

2. Give an example of the care curriculum involved in each school, and

3. Describe the employment opportunities which exist within each program.

A. Goals

1. Outward Bound - Originally designed by a German educator named Kurt Hahn to strengthen character by presenting challenges. Outward Bound in North America has evolved into an institution that uses the wilderness to develop self-reliance, confidence and a greater appreciation and understanding of one another. Adventure activities used to reach these goals include individual and group problem solving activities, expeditions, a solo (a 1-3 day period spent alone by the individual in the wilderness), and a variety of wilderness adventures. Anyone can enroll in an OB program as long as they meet the minimum age requirements of the program chosen and they receive a clean bill of health from their doctor. No previous wilderness experience is necessary.

2. WEA - "The purpose of the WEA National Standard Program is to develop and certify leaders who are able to:

a. Teach others to use and enjoy the wilderness with minimum impact

b. Safely lead others in the wild outdoors

c. Exercise good judgement in a variety of outdoor environments and conditions

d. Demonstrate a basic standard of outdoor knowledge and experiences."

The program's emphasis is on certification. The purpose of WEA certification is to show those individuals interested in the protection of wilderness areas and users that these certified outdoor leaders have been trained in decision-making, safety and conservation.

3. NOLS - "Our goal is simple - to develop men and women who understand the techniques of safe wilderness adventure." They do this by "teaching wilderness skills and leadership, which protect the users and the environment." NOLS is very skills oriented and is best suited for a very highly motivated individual who is looking to improve their ability to live harmoniously within the outdoors.

B. Curriculum

NOLS - Their international headquarters is located in Lander, Wyoming. Their branch headquarters are in Kenya, Alaska, Washington and Mexico. They run courses

ranging from 2 weeks to 3½ months - and teach skills such as mountaineering, rock-climbing, kayaking, sailing, horsepacking, fly fishing, caveing, desert hiking, etc... The group size ranges up to 20 with 2 to 4 instructors. The NOLS curriculum has four major objectives: minimum impact conservation techniques, leadership development, outdoor skills and expedition dynamics. These objectives are addressed through such topics as - minimum impact camping and resource protection, travel techniques, outdoor living skills, safety, environmental awareness, expedition dynamics and mountaineering. Through the course both formal classes and informal personal instruction are given along with continual evaluation. Many courses end with a three to four day small group expedition. Planned and carried out by students without the presence of instructors. This is followed by a written and oral critique at the end of the course.

OB - Outward Bound USA is located in Greenwich, Connecticut. With schools in the US located in Colorado, Maine, North Carolina, Oregon and Minnesota. They offer courses year-round and use such skills as: desert backpacking, canoeing, skiing, cycling, white-water rafting and sailing. Each activity includes a distinct sequence. Stage 1 is a training and physical conditioning period. Stage 2 is an extended journey where you apply the skills you just learned and get to know the other 8 to 12 people in your group and your two instructors. The third stage is a solo of one to three days. The Fourth stage is a plan and execute a final expedition with a minimum of supervision. The last stage is the reflection where you and your group look back at the course.

WEA - WEA is based in Driggs, Idaho with courses offered in the Western Rockies and Alaska. They are also associated with 19 colleges and universities in the US and Canada. They offer adventure activities such as backpacking, mountain climbing, snow travel, ice climbing, back-country nordic skiing, ocean kayaking, canoeing and fishing. Subject areas which are taught in formal classes along with individual personal instruction include: expedition behavior, environmental ethics, expedition planning, group handling skills, recognizing abilities and limitations, enjoyment and safety systems - rescue and evacuation techniques. Groups range from 7-14, with the average age being 25 years old. The curriculum starts with a section where students practice leadership in a "leader-of-the-day" setting. Next is an expedition with minimum instructor involvement. Evaluation is a continual process and the participant is awarded certification at the end of the course based upon their performance.

C. Employment Opportunities

NOLS - NOLS has over 200 instructors with a small percentage being full time qualifications include: successful completion of the five-week Instructors Course, Advanced First Aid or registered Emergency Medical Technicians. They are looking for individuals with excellent skills, a knowledge of environmental sciences and a history of working with people.

OB - Up to 800 instructional staff are employed annually, they average 10 months of field work per year and they all have Advanced First Aid or Emergency Medical Technician certification. Instructors are progessionally trained to work with people facing stressful situations, and are chosen as much for "their compassion and understanding as they are for their outdoor skills."

WEA - Have no full-time instructors. To become a WEA instructor you must first take a five-week certification course and graduate with the instructor certification then you assist a course. You must have your Advanced First Aid or Emergency

Medical Technician certification and be a college graduate. WEA instructors have a strong history of working with other outdoor organizations and/or have a college background in outdoor education.

NOLS, OB and WEA are all excellent organizations with very different purposes. Before attending any of these courses, you should understand their abilities and limitations and clearly define your expectations so that you receive full benefit of your outdoor experience.

For further information write:

Natural Outdoor Leadership School
P. O. Box AA
Lander, Wyoming 82520
(307) 332-6973

Outward Bound

Main Headquarters:

Outward Bound, Inc.
384 Field Point Road
Greenwich, Connecticut 06830
(203) 661-0797

Colorado Outward Bound School
945 Pennsylvania Street
Denver, Colorado 80203
(303) 837-0880

Hurricane Island Outward Bound School
P. O. Box 429
Rockland, Maine 04841
(207) 594-5548

North Carolina Outward Bound School
P. O. Box 817
Morgantown, North Carolina 28655
(704) 437-6112

Pacific Crest Outward Bound School
0110 S. W. Bancroft Street
Portland, Oregon 97201
(503) 243-1993

Voyager Outward Bound School
P. O. Box 250
Long Lake, Minnesota 55356
(612) 473-5476

Wilderness Education Association
Rt. 1, Box 68
Driggs, Idaho
(307) 353-2376, (307) 353-9914

WORKSHOP #4 - Learning by Sharing in the Outdoors-Environmental Ecology

Kathi Post has adopted a philosophy about learning; "to hear is to forget, to see is to remember, and to do is to understand." This was the premise of her workshop. The workshop studied the methodology of environmental activities by involving participants in the activities found at the end of this workshop write up.

Openers

Objective: When a group is together for the first time it is difficult to remember names and faces. It is preferable to have participants comfortable with the other members of the group.

"Let Me Introduce You" was the activity used to illustrate this concept. The group worked in pairs, and had one minute to collect enough information about the other person so they could introduce their partner to the group.

Awareness

The human being has lost the ability to use all senses effectively, however these senses can be heightened through practice. The activities found under this category help to increase sensory awareness.

1) Texture Cards

Objective: To develop awareness of the varying textures found in the environment.

Eact participant is given a card folded in half. Each card has a piece of material inside. Do not have the participants look at the material, just touch it, and find a similar texture in the surrounding area. Then share the texture with someone and exchange cards. Duration and boundaries would be determined by the age and size of the group.

2) Partners

Objective: To enable participants to see when they look. Often we look but never see. This activity helps to focus sight in an specific area. There are many things to see in the outdoors. In order to see, there needs to be some limitation of range.

Break the group into partners and ask them to stand face to face. Have them observe each other without speaking for one minute. Then ask them to turn back to back and as an instructor ask them questions, such as, color of eyes, pocket on shirt, color of shoe laces, rings or watches, etc.

3) Camouflage Hunt

Objective: To increase the observational skills and understand the use of camouflage and adaptation in nature by animals and plants.

Choose a section of trail and place a number of furry creatures along the way. These creatures can be made out of pipecleaners in various color. Some should stand out brightly, others should blend. Participants then walk the section of trail, silently, one at a time, trying to spot but not pick up as

many furry creatures as they can. At the end of the trail ask each participant how many they were able to see, and then have them retrace their steps. After everyone has gone twice, go down the row and have each person pick up their favorite furry creature.

4) Palmy Friend

Objective: Ecosystems are made up of many infinite parts. This activity helps to focus on very small parts. A micro trail is another way to limit the range of focus.

Ask participants to walk along the path and pick up something that would fit in the palm of their hand. Have the group stand in a circle and pose the question: "If we were the size of the object what would we use it for?" Have the group verbalize their ideas.

Ambulators

Objective: These activities are used when a group is moving from place to place, such as a bus, trail, hallway, etc. This keeps the attention of the group focused and uses the time constructively.

1) Secret Message: A message is passed in a whisper, from the front of the line to the back. The last person recites the message as they have heard it. Messages can be rhymes, tongue twisters, or ecological concepts.

2) Pass it Back: When a group is traveling in a line give the person at the head of the line an object. Ask them to describe the object in one word and then pass the object back. Everyone has a chance to describe the object, yet every word choosen should be different.

3) Pebble Cribbage: Have the participants pick up five pebbles. Pose ecological questions whose answers can be found wherever the group happens to be at that moment, then discuss the participant's answers. Questions the instructor asks can have a wide range of answers, and participants are able to drop a pebble when they answer.

Quiet

Objective: To create a quiet contemplative mood which heightens awareness and creativity.

Rain Dance: Have participants sit in a circle. Divide the group into four equal sections. The leader will do a certain motion and point to each section, going around the circle. When each section is doing the same motion the leader will then change the motion and repeat the process. When the group has worked through motion four, have them work back down to motion one. And it will have sounded like a rain storm has come and gone.

Motions:
1. rub hands
2. snap fingers
3. slap legs
4. stamp feet

Closing

Objective: To bring the group together before it dispands. Helps to put a finishing on all the new knowledge and ideas that the group has experienced. A way of tieing it all together. Electric Current: Have participants sit in a circle and hold hands. Start the current by squeezing one persons hand, and have the current pass through everyone until it reaches the starting point.

The ideas presented in the workshop gave a frame work that can be adapted and modified to suit varying needs. The primary limitations of the activities are the size of the group and the age level, two things to keep in mind when planning activities.

Environmental Activities

COMPILED BY:
KATHI POST

OPENERS

1. Name Game
2. Find A Mate
3. Gestures
4. Let Me Introduce You
5. Knots

AWARENESS

1. Texture Cards
2. Partners
3. Sponges
4. Camouflage Hunt
5. Palmy Friend

QUIET

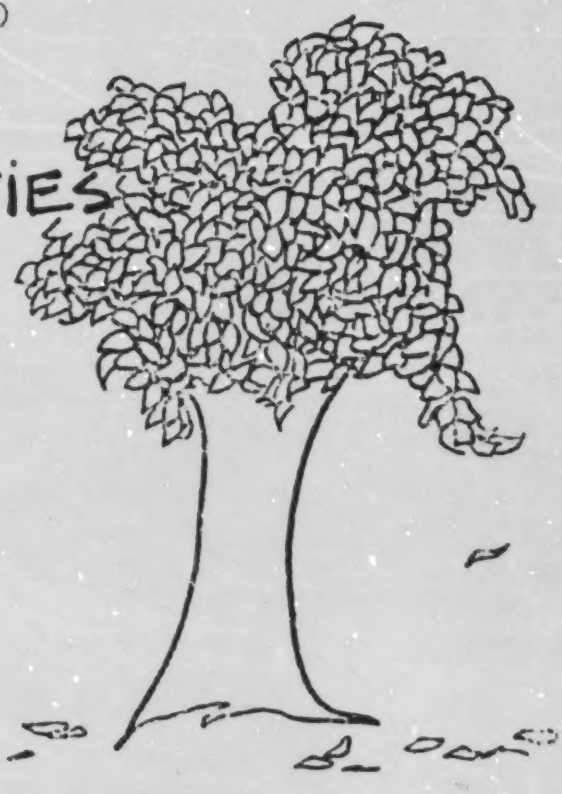
1. Indian Sticks
2. Categories
3. Rain Dance
4. Group Poetry
5. "Seton Watching"

ECOLOGY GAMES

1. Weaving the Web (Interdependence)
2. Predator/Prey (Energy)
3. Habitat Relay (Habitats)
4. Camouflage Red Light (Adaptations)
5. Stake A Claim (Diversity)

SEASONAL ACTIVITIES

1. Migration Hazards
2. Leaf Peepers
3. Seed Dispersal Bingo
4. When It Snows
5. Footprint Puzzle



AMBULATORS

1. Observation Lotto bus birds
2. Secret Message
3. Pebble Cribbage
4. Color Hike
5. Pass It Back

CURRICULUM

1. Reading The Landscape (Social Studies)
2. How High Is It? (Math)
3. Write Cinquain (Language Arts)
4. Sing Me A Song (Music)
5. Make Shadow Drawings (Art)

CLOSING

1. Sharing Circle
2. Inspiration
3. Electric Current

ENVIRONMENTAL EDUCATION RESOURCES

I. Books

Nature With Children of All Ages
Edith A. Sisson
Prentice Hall, Inc.
Englewood Cliffs, New Jersey
Grades: all ages Cost: $11.95

Sharing Nature With Children
Joseph Bharat Cornell
Ananda Publications
900 Alleghany Star Route
Nevada City, California
Grades: K-8 Cost: $4.95

Learning About Nature Through Games
Virginia W. Musselman
Stackpole Company
Cameron and Kelker Street
Harrisburg, Pennsylvania
Grades: K-8 Cost: $3.95

Ten Minute Field Trips
Helen Ross Russell
J. G. Ferguson Publishing Company
6 North Michigan Avenue
Chicago, Illinois 60607
Grades: K-6 Cost: $6.00

Acclimatization
Steve Van Matre
American Camping Association
Bradford Woods
Martinsville, Wisconsin 46151
Grades: K-9 Cost: $7.00

Tips and Tricks in Outdoor Education
Malcolm Swan
The Interstate Printers & Publishers, Inc.
Danville, Illinois 61832

II. Curriculum Resources

OBIS Outdoor Biology Instructional Strategies
National Science Foundation
Lawrence Hall of Science
University of California
Berkeley, California 94720
Grades: 4-10 Set I $8.50, Sel II $9.50 Set III & IV $10.50

Project ICE (Instruction-Curriculum Environment)
1927 Main Street
Green Bay, Wisconsin 54301
39 Curriculum guides (All subjects, all grades)

Environmental Education Activities Manual
William Stapp and Dorothy Cox
30808 LaMar
Farmington Hills, Michigan 48024
Grades: K-12
A six volume series of activities
Cost: $10.00 per set

The Green Box
Humboldt County Schools
Court House
Eureka, California 95501
Grades: K-8 Cost: $40.00

Environmental Discovery Units
National Wildlife Federation
1412 Sixteenth Street N.W.
Washington, D. C. 20036
Grades: K-9
Each booklet is a complete unit on a specific topic
such as: Nature's Part in Art, Snow, Soil, etc.
Cost: $1.00 - $1.50 ea.

Examining Your Environment
Holt, Rinehart, and Winston of Canada, Limited
Each book is a complete unit on a specific topic
such as: Snow and Ice, Astronomy, Ecology, Trees, etc.

WORKSHOP #5

The History Through The Outdoors Workshop was presented by Evelyn Browne, Professor Emerita of the University of New Hampshire and founder of U.N.H.'s Outdoor Education Program. Ms. Browne's workshop was attended by twenty-two enthusiastic people. Included in the group were teachers, authors and students, each eager to learn more about history through the outdoors.

Earlier in the day, during her keynote address, Evelyn had compared Outdoor Educators to pebbles being tossed into the still waters of a pond. The ensuring ripples were representative of the word spreading to new horizons. It seems that on this day, Evelyn would toss a sizeable pebble into the still waters of her workshop participant's minds. Evelyn had a lot to share with these people and they seemed eager to learn.

This particular workshop was designed with several objectives in mind. First and foremost, to allow people to see the history which lies inconspicuously all around them in the outdoors. Another goal was to make the teachers in the workshop more aware of the advantages to be found in using the outdoors as a vehicle for teaching students about history. And, as an overall objective, the workshop was designed to make people more aware of the benefits of Outdoor Education.

After meeting with the workshop participants, Evelyn led the way to her home in Durham, known as "Salty." This was an area with many natural and historical resources and was a perfect location for this workshop.

During the short ride to "Salty," it became obvious that history does indeed lie all around us. Enroute, Evelyn pointed out the site where General John Sullivan unloaded his captured weapons after his raid on Fort William and Mary in 1774. Sullivan traveled up the Oyster River and upon arriving, had dispersed the weapons, mainly ammunition and gun powder, through out area homes. This was the first overt act of the Revolutionary War and these weapons were used by Americans at the Battle of Bunker Hill.

While driving, other interesting sites were pointed out. These included the Broth Hill Houses and several historical roads. The houses at one time were the homes of the poorest people in Durham. They were provided with a bowl of soup each day by the town and this was an early form of welfare.

Two historical roads which were pointed out were the Oyster River Road and Long Marsh Road. The former was said to have been laid out by a drunken Indian because of its crookedness. Actually, many local roads were designed in this crooked fashion for the reason that they went through the gates of adjoining pastures and farmlands. For a good many years, water travel was the main mode of transportation in the area. The latter road mentioned, Long Marsh, once linked the New Hampshire Seacoast with the capital, Concord.

Upon reaching the home of Evelyn Browne, everyone was invited inside. The house had been built some thirty years earlier by Evelyn and several friends. However, the house had many historical features, including stone steps from the original home of the historic Adam's family, bricks which had been made at Adam's Point and the wooden panels in the living room which had been made from only four slabs of old yellow pine. The pine had once been attic boards in an old farmhouse in Alton Bay, New Hampshire and was virtually knot free. This was an indication of the size of trees in early

N.H. There were fewer branches on the lower half of trees because they had to reach great heights in order to receive proper amounts of sunlight. Many of these large trees were floated down creeks and rivers to Portsmouth where they were made into ship's masts for the King's Royal Navy.

Evelyn shared a map of Durham with the group which had been published during the reign of King Charles the Second. The map was amazingly accurate and there's an indication that "Salty" may have been the site of the Edgerly Garrison. There were sixteen garrisons in Durham and the surrounding area. They were used as protection from local hostile Indians, such as the Mic Mac tribe.

Located near the main house is a stone corral, known as the "pet yard," that was used for the protection of animals, and dry stone walls which at one time functioned as boundaries and fences.

After leaving the main house, the group traveled through the nearby forest where such historical interests as granite quarries and the Knight Woodlot were found. It was learned that the granite markers which formed gates and foundation posts throughout New Hampshire, were cut out from granite quarries such as these. The methods for cutting through the granite included using metal edges and expanding water to ice, which broke the rock apart.

The Knight Woodlot was a local logging area that was damaged by two hurricanes in 1956. The varied growth in this area is an indication of the damaging hurricane.

The next stop was the former location of Phil Johnson's lumber yard. Throughout the woods, one could see evidence of Johnson's skill in woodcraft. This evidence included old plows and sleds which, although rotting with age, still showed the pride which Johnson put into his trade.

After moving through the forest, the group came upon several large pastures with nearby cellar holes. These cellar holes were made from carefully placed rocks which originally made up only half of the foundation. These cellar holes were used as root cellars and as an area for cisterns. Although the houses are now gone, the cellar holes will stand for years as a tribute to the farms which housed the pioneers of early New Hampshire.

Surrounding the cellar holes were indications of the pioneer's love for nature and gardens. This included plants, spruce trees and even a hundred year old, transplanted tulip which blooms each spring.

In the nearby West Field, there are several glacial rocks, another indication of New England History and one that many people pass by without noticing.

More evidence of local history was found in a nearby bog where Sturgeon Creek once flowed. Located throughout the creek are dikes with salt hay growing on them. The salt hay was a very valuable resource to farmers who needed salt for their cows. This salt hay was often traded off for other valuable resources such as blueberries.

The next stop for the group was Evelyn's Yurt. Yurts were originally used by nomads in Siberia. They are usually dome-shaped and provide a spacious and warm shelter. Evelyn's Yurt was built in one day and is a favorite place for local college students to inhabit on weekends.

While snacking on apples and cookies in the Yurt, Evelyn concluded her talk on

outdoor history. She pointed out all the history that had been seen on the short hike and that she had only touched the tip of the iceberg. While Evelyn had exposed everyone to this local history, she had also opened up many minds to the advantages and opportunities open to everyone in the outdoors. To paraphrase Kurt Hahn, "She had provided the spark, but it is up to those attending the workshop to keep that flame alive." Hopefully, those involved in the workshop will help to keep this flame alive by sharing what they learned with others.

As everyone left the Yurt and headed for the van, they passed a pauper's cemetery with asingle engraved tombstone carrying the name "Rand." After touring the forest and fields that these people had at one time settled, it seemed fitting that everyone should pass by their final resting place on the way home.

Resource:

Evelyn Browne
Outdoor Education Program
New Hampshire Hall
Department of Physical Education
University of New Hampshire
Durham, New Hampshire 03824
(603) 862-2070

WORKSHOP #6

What is a Ropes Course? What do they do, teach you how to tie ropes into knots? For the person just becoming interested in education which utilizes the out-of-doors, you'll be happy to know that the Ropes Course is part of a physical education curriculum which was developed from an effort by Project Adventure to integrate aspects of the Outward Bound school into the curriculum of public schools. It is an outdoor "adventure approach" to physical education.

The ropes course has been defined by Project Adventure as "a series of ropes, cables, trees, and logs designed and constructed to present elements which require a combination of balance, agility, coordination and commitment to navigate." The ropes course is a series of elements located anywhere from one to forty feet off the ground. The elements can be performed individually or as a group and are constructed between existing trees of any wooded area. The swinging log is a common element which consists of two large trees growing within 15 feet of each other, a log 10-12 feet long, and 2 cables attaching the free log on both ends to each tree. Each student is asked to attempt crossing the swinging log by walking, avoiding any outside help. Another typical element, the trust fall, requires the construction of a 4-8 foot platform from which a student falls either forward or backward into the outstretch arms of a group of people. These elements provide for individual and group challenge, trust, initiative, support, cooperation and a certain degree of courage. The ropes course is a part of a whole educational experience which involves the participants in problem-solving which focus is on discovery, self-realization and group interdependence. This whole program called Project Adventure is based on two basic objectives, 1) the development of skills and abilities in specific outdoor activities, and 2) a better understanding of oneself and one's relationship with others.

The ropes course is more than just a giant jungle-gym made available for people to play on. Many of the elements maintain a high level of risk for the participant which should not be taken lightly. The course is divided into two basic components. One is the low-level elements. These elements are usually no higher than six feet off the ground and do not require a belay but will require spotting. (A belay is used to protect or support a participant by means of a rope-friction arrangement. It is a must for high-level elements.) The low-level elements can be done alone by each participant or with the whole group. Because of the low-risk level of the low-level elements, these elements are good to start with and are great ice breakers. But don't underestimate these elements, they are a lot harder than they look. Imagine trying to get the whole group across a Mohawk traverse which spans a piranha filled river. This kind of challenge can really push a groups level of trust and cooperation to a limit (but don't worry, the piranhas are only imaginary!). Once the group or each individual has at least attempted to complete the low-level elements, it is time to move to the high-level elements which are attempted individually, not as a group, and do require a belay system. "The higher you are, the safer you are" is the general rule for the ropes course yet, unfortunately, most students don't feel this way. Thus, it is important to stress the fact that the belay is safe. A little motivation from the rest of the group can also help a participant quite a bit.

As mentioned before, the Ropes Course is not just a jungle-gym. Project Adventure supports a number of objectives which are the heart of the Ropes Course. These are:

1) <u>To increase the participants sense of personal confidence.</u>
Many of the activities aim at allowing the participant to view themselves as increasingly capable and competent whether they succeed or fail at completing these activities. A supportive group can help a student develop true self-esteem.

2) To increase mutual support within a group.
Success and failure are less important than making the effort. Hopefully, all who at least make the effort should be respected.

3) To develop an increased level of agility and physical coordination.
Balance and coordinated movement is the basis for many physical activities. Completing these activities can give a feeling of accomplishment and personal worth to the participator.

4) To develop an increased joy in one's physical self and in being with others.
Some activities do present the element of stress and fear to certain participants but some elements should be fun. Fun, laughter, and anticipation should be shared by all. Using one's body can be a joyous, satisfying, exhilarating and unambiguous experience.

5) To develop an increased familiarity and identification with the natural world.
Students are out in weather ranging from 0 to 80 degrees and sunny to cloudy. Students become more comfortable with the feel of rain, snow, wind, cold and sunshine.

The one main theme that runs through each of these objectives is that the student must be willing to try. The student can come to the realization that it is not important whether he/she succeeds or fails at attempting an activity. It is the fact that they tried. This attempt will hopefully lead to an increased self-concept. This is a basic assumption that the ropes course was built on.

The Ropes Course Workshop was held in Rochester, New Hampshire. It is located outside in a wooded area behind Rochester Junior High School and was made possible by a grant from Project Adventure. The course was constructed with the help of Bill Cuff who is a faculty member at Rochester Alternative School and was also the instructor for the workshop. The workshop was co-led by Ann Driscoll who is employed as a faculty member at the University of New Hampshire. Both Bill and Ann are multitalented and are trained in the physical workings of the Ropes Course, such as belaying, spotting, and setting up. Both were well suited to their level of authority by employing a vast knowledge about group psychology and the fine art of motivation. The Ropes Course was designed for the use of the Rochester Alternative School but is also utilized by students from the Rochester Junior High School and members of the community providing they have proper instruction.

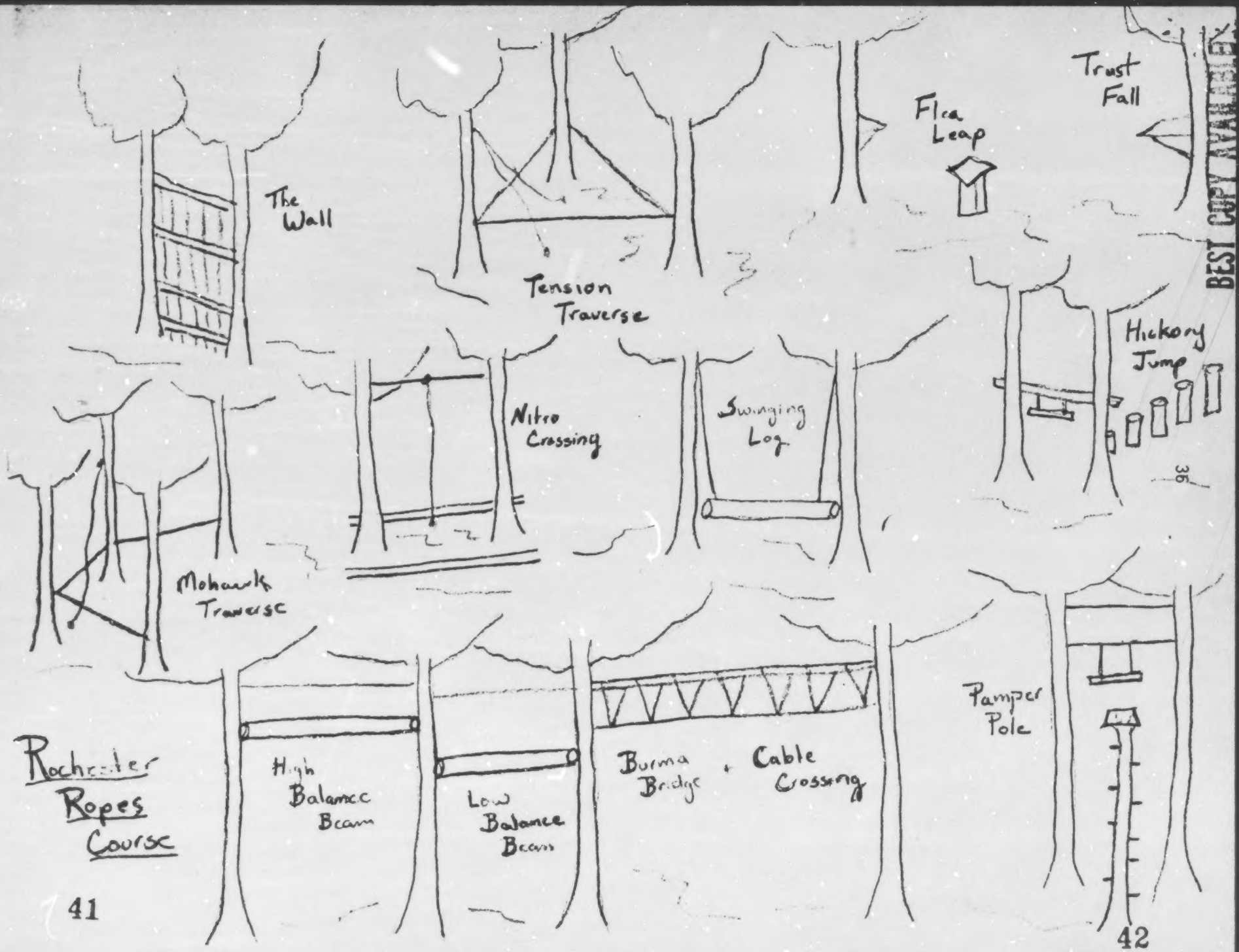
The Rochester course offers low elements such as, a tension traverse, flea leaps, trust falls, hickory jump, swinging log, the wall, nitro-crossing, and a Mohawk traverse. The high elements include a burma bridge, a cable crossing, 2 balance beams - high and low, and a pamper pole. They hope to be adding more elements including a zip wire. (A description of all the elements can be found in Cowstails and Cobras by Karl Rohnke.)

Resources

Books: Cowstails and Cobras, by Karl Rohnke
New Games, by New Games Foundation
Outdoor Adventure Activities for School and Recreation Programs, by Paul Darst and George Armstrong

Community: Project Adventure, P. O. Box 157, Hamilton, Massachusetts 01936

Human: Bill Cuff, Rochester Alternative School, Faculty
Ann Driscoll, University of New Hampshire, Faculty



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WORKSHOP #7 - Bringing Adventure Into The P. E. Classroom

More and more people are making themselves aware of and becoming quite active in adventurous activities that make a healthy use of our natural environment. This increase has prompted many physical educators to deviate from conventional "gym" experiences (i.e. baseball, basketball, etc.) to the instruction of these new activities. This new type of instruction has raised the popularity of the conventional gym class, for it allows the student to elect a certain area within the parameters of Adventure Education and receive adequate instruction in this area. Why is Adventure Education so valuable?

According to many physical educators, Adventure Education is so valuable because it is such an objectively derived course of instruction. It presents the student with a very real challenge which enables the student to use their own devices to undertake each challenge.

Adventure Education is an educational process which works within the parameters of three distinct types of learning - cognitive, affective, and psychomotor. These are the building blocks of development. The affective deals with the students feelings and attitudes. The cognitive deals with the knowledge the students have or acquire. And the psychomotor deals with the students physical domain (ability). Basically, Adventure Education is a type of instruction which works to develop all aspects of an individual. Adventure Education helps to motivate a student to become their very best by presenting activities which challenge and are thought provoking.

Adventure Education can also bring to the classroom a very personal, individual style of instruction. This method of instruction allows the instructor to individualize any class by viewing the students in a whole and individually. The students learn by doing and at times, learn by sharing. Learning by sharing can be obtained by reciprocal learning, whereby the students teach the students, and the teacher acts as a backstop for questions and possible guidance. Adventure Education has no limits and the only boundries are those placed on by the instructors. Failure is not a hindrance, rather it facilitates the motivational urge to reach a certain goal. The outdoors hold the ultimate reality and learning in it enhances any student in an educational sense.

There are certain requisites for implementing adventure education into a physical education curriculum. First and foremost, one definitely needs correct training. A prospective instructor cannot even attempt to run a course like this without the proper training. It's just too physically dangerous as well as difficult to teach. A prospective instructor must start out motivated and enthusiastic as the learner while being trained and must keep this motivation when preparing their course. They must be quite enthusiastic about their course or the administration (the people in the long line of command who eventually will approve or disgard the instructor's course, like the school board) will never even give the instructor the chance to explain the course. It's only common sense that one should show as much enthusiasm as possible to the people who are making the decisions. One should be very excited when presenting their proposals. The more excited the instructor, the more excited the decision makers. One last main element which is quite important to the instructor; they should have the course set up and completely organized before ever talking to the higher-ups. What is meant by "organized" is:

A) All goals should be thought of and clearly defined in the instructors head (better if on paper).

B) In writing, they should have the possible costs of the course well defined.

C) Finally, they should have all ideas for possible funding written down and explained clearly.

One final duty a proposed instructor should make sure of is not to leave anyone uninformed when proposing the course. One never knows when someone will come in handy, therefore, every administrator should be extremely cognizant of the program's plans.

Funding a course in Adventure Education is both an easily contrived task as well as a difficulty one. This is the area where one has to be assertive and knowledgeable. There are many organizations, both publically and privately owned, which would be most willing with some type of funding. However, vast in number they are, it still requires a considerable amount of assertiveness and "sightseeing" to find the appropriate ones. The best route to go is to ask other programs how they were funded, for people are the best resources. Others include:

A) Charitable groups

B) School budget (but never be too optimistic)

C) Federal funding is a possibility, but one must find the right person to talk to. This is where initiative comes into play. The people are out there, all one has to do is search.

D) The local Chamber of Commerce may have something to offer.

E) Fund raising authorities. It's a lot of hard work but fund raising is a big help.

F) City and county parks departments may be a willing participant in funding.

The money is out there. It's the instructor who must take the initiative and search.

As mentioned before, training is a much needed item for proposed instructors. There are several organizations which offer the opportunity to receive excellent training for adventure in the classroom. Several examples are:

A) Outward Bound and the National Outdoor Leadership School (NOLS) are incredible sources of training. Thousands are trained each year in different areas of Adventure Education.

B) Project Adventure is another tremendous source. This would give the basic P. E. instructor a phenomenal amount of very pertinent training.

C) Colleges or Universities are also a major source of training, especially if the Outdoor Education programs are well presented.

If one needs answers to the "how to's" of starting a program, never forget that people prove to be one of the best resources. However, if by some odd reason people are scarce, associations such as: A.E.E. (Association of Experiential Education), AAHPERD, and New Hampshire Environmental Educators are priceless resources and could prove an invaluable aid to the program.

Here are some valuable resources which were presented in the workshop:

Don Kiestliner
Londonderry High School
295 Mammoth Road
Londonderry, New Hampshire 03053

c/o Operation Venture

Carol Richardson
Department of Physical Education
Stevens High School
Claremont, New Hampshire 03743

c/o Project Challenge

Greg Goodman
Oyster River Middle School
Durham, New Hampshire 03824

Dave Abbott
Winnacunnett Alt. School
Hampton, New Hampshire 03842

Colleges and Universities

Keith King
c/o Operation Live
Keene State College
Keene, New Hampshire
(603) 352-1909

Ed Raiola
Unity College
Unity, Maine
(207) 948-3131
Ext. 220

Mike Gass
Coordinator of Outdoor Education
Department of Physical Education
University of New Hampshire
Durham, New Hampshire 03824
(603) 862-2070

Associations

A) AEE - Box #249 - CU, Boulder, Colorado 80309

B) AAHPERD - Council of Outdoor Education located within ARAPCS
(ARAPCS - Association for Research, Administration, Prof. Counc.)

C) N.H. Environmental Educators, 9 Church Street, Penacook, New Hampshire, 03803

Private Organizations

A) Hurricane Island Outward Bound School, P. O. Box 429, Rockland, Maine 04841

B) Project Adventure, P. O. Box 100, Hamilton, Massachusetts 01936

C) Natural Outdoor Leadership School (NOLS), P. O. Box AA, Lander, Wyoming 82520

Summary of Funding Perspectives

1) N.H. Charitable Fund, 1 South Street, P. O. Box 1335, Concord, New Hampshire 03301

2) 4-H Extension Program

3) Local Chamber of Commerce

4) City and County Parks Departments

5) National Park Service Booklet (NEA)

WORKSHOP #8 - Adventure and Family Therapy

The concept of using adventure as an instrument in family therapy is newer than the concept of family therapy, itself. Right now, each is in an experimental phase. Basically, the whole idea behind combining both is to provide shared experiences in a stressful situation, which will develop a sense of unity and confidence in the family unit to work together.

What Is Family Therapy?

Family therapy is a relatively new concept which relates a person's behaviors and actions as a reaction to their environment. For instance, family responsibilities in low income families, such as paying the bills or providing food, can be such a stress factor that they cause people to react in ways that can seem crazy to the average person. A family therapist, being an external resource, can give that family some insight as to why they act in the ways they do.

The family can be compared to a mobile. When the air is still, the mobile does not move. Every family member's behavior serves a purpose, and when each member is playing their own role, the mobile is equally weighted and is not disturbed. Even an acting out teenager has a position in the mobile. If the child changes his role (or if the wind blows), the mobile becomes upset and there is no longer an equilibrium condition. Therefore, even though the child is punished for his/her behavior, the atmosphere in the family is encouraging him/her to continue his/her role so that the mobile will remain in balance.

A genogram, which resembles a pedigree chart, can be used to explain one theory of how each member of a family obtains his/her designated role. For example, if you had a mother and father who never fought with each other, chances could be that one of the children indirectly ended up being the scapegoat. The child would be the one to always take the blame for something going wrong. In family therapy he/she is known as the identified patient who manifests all the conflict and is only reinforced negatively.

The genogram also shows that names play an interesting part in the designation of roles. If a person was named after a relative, it is highly possible that the person will act very much like that relative because the person has been assigned that position to fill. The genogram can be thought of as a map of our family history which shows us that we have this need to create the same environment that we grew up in.

The Role Of Adventure In Family Therapy

Adventure education can be used as a tool in family therapy. In the family home everyone has predetermined roles to play, rules to follow, and a specific place where they fit into the overall picture. When put into an outdoor environment, everyone is equal because all have little experience in the outdoors and each is just as unsure as the next. Whatever the adventure activity being used, all are based on the immediate needs of survival. This forces the family to be thinking in the present and to be learning how to work cooperatively together as a group to overcome stressful situations.

An example of a widely used challenging adventure activity, which develops positive aspects of the individual and the family, is rock climbing. Rock climbing presents stress and challenge to the individual which can help him/her to explore personal potential and limitations. Have a child belay a parent or sibling

also provides an opportunity for the family to trust each other. When the family can put that trust in each other and meet the challenge that the rocks present, they realize that they can succeed as a group and learn that there are ways to deal and cope with stressful situations as a family in strange environments or at home.

Conclusion

Family therapy is not necessarily working with the entire family, but it is dealing with the impact that the family can have on one of its members. The outdoors provides an escape from the "needed" environment we grow up in, and challenges predetermined family roles. It can help enhance the family's awareness of their own capabilities so that they can go beyond the limitations that the family structure had previously set.

It is quite possible to take a "problem individual" out of the home, put him/her in an adventure program, and teach him/her to believe in and respect him/herself, but how long can that feeling last when the individual is put back into the family environment? Do teenagers have the ability to change the family structure themselves, or should we be looking at the root of the problem, the family unit as a whole?

The following are additional sources for further reading.

Bell, John Elderkin: Family Therapy. New York, Jason Aronson, Inc., 1975.

Brodey, Warren: Changing the Family. New York, Clarkson N. Potter, Inc., 1968.

Lomas, Peter: The Predicament of the Family. New York, International Universities Press, Inc., 1967.

Mason, Marilyn Jean: "Relationship Enrichment: Evaluating the Effects of a Couples Wilderness Program." (Doctoral Dissertation) University of Minnesota, 185 p., 1980.

Rueveni, Uri: Networking Families in Crisis. New York, Human Sciences Press, 1979.

Satir, Virginia; Stachowiask, James; Taschman, Harvey: Helping Families to Change. New York, Jason Aronson, Inc., 1975.

Zuk, Gerald: Family Therapy. New York, Behavioral Publ., Inc., 1971.

WORKSHOP #9 - Creative Writing In The Out of Doors

I. Important points to remember when teaching creative writing in the outdoors:

A. Reduce the fear of error and failure: Creative writing is a very personal exposure of a person's thoughts, feelings and moods. Facilitate games, (broomstick twirl), or group cohesiveness to cut down on likeliness of fear of failure. For example, have the students do a few activities together, sharing ideas and sense reactions, so that they develop a repore with the other people in the group and the outdoors.

B. Encourage the freeing of the imagination: Heightened awareness and increased creative behavior occur when the imagination is freed. Relate the vastness of the out of doors to the never ending possibilities of the imagination. Praise originality and experimentation. If a student has difficulty getting started, help them to find words that create descriptive mental images for them.

C. Do not give intimidating examples: If an activity needs to be clarified, do so with simple or silly examples but not ones that will reduce originality or increase fear of failure. Do not read a number of poems by successful authors for the students to use as a learning tool. Instead, stick strickly to the activity they are participating in and help them understand how to go about sensing something or interpreting it.

D. Place students in a setting which encourages creativity or provide other mediums for it: If at all possible, go outside if you intend to increase awareness of natural areas. If you can't go outside try using natural materials to sketch outdoor experiences or create models of outdoor environments.

E. Be careful with critical and complimentary evaluation: Begin by letting everyones ideas to contribute to the group learning process. Facilitate the comments that will be useful to the understanding or insight of the activity but avoid over evaluating specific responses. Encourage originality, experimentation and awareness. Praise efforts with mark creative behavior.

Creative Writing In The Out of Doors
Additional Activities

A. To Increase Sense Awareness:

I. Sit in a quiet spot, record what you see, hear, taste, smell and touch. Compare findings with group.
II. Blindfold someone, spin him around 3 times and lead him to a tree. Have them examine path and tree by touching. Lead him back to original spot, remove blindfold and have him find his tree.
III. Have student describe what a leaf feels like. Give him a leaf and discuss what it really feels like compared to what he thought.
IV. "Feelie" bags.

B. To Encourage Creative Thinking:

I. Choose a small (5-10 square inch) plot of land. Write everything that goes on within the area. Read.

II. Describe a tree you see then see if someone else can find it.
III. Have students write one sentence descriptions that using words that will make the sentence distinctly their own.
IV. Observe an area or an event for about five minutes. Turn away. Write about it, then observe again and compare what was written to what is actually there.

C. To Free The Imagination:

I. Have students use the outdoors as a setting for a story. This will inspire stories about pioneers, adventurers and explorers, thus inspiring their own exploration of nature and the imagination.
II. Have small groups make up tall tales or songs while on a hike.
III. Look at some object until it becomes something else. Write about it. Read.
IV. Choose something in nature and describe what it is experiencing.
V. Explain a perception or experience using a subject other than yourself, (different age, sex, interests)

D. Poetry:

I. Cinquains are good for beginners.
Form: First line: Name of object (noun)
Second line: Two words to describe object (adj.)
Third line: Three words or phrases to tell what object does (verbs)
Fourth line: Four words or phrases to describe how object affects you (adj. or adv.)
Fifth line: Repeat the first line or use synonym.
Example:
Leaf
delicate, red
Falling, Twirling, Turning
Dizzy, Happy, Joyful, Alive
Leaf
II. Haiku: Have students choose object or setting from nature. Allow time for observation and development of thoughts.
Form: First line - 5 syllables
Second Line - 7 syllables
Third line - 5 syllables
III. Free Verse and Imagery
a. Have everyone observe the same event or setting, (the falling of leaf or fish coming to the surface for bread crumbs), and write a poem about it. Compare ways of perceiving.
b. Have each student build a new environment out of any objects found in nature. Arrange objects in any way and write an imaginative poem on the new setting (e.g. pretend a leaf is a butterfly or a couple of stones marking a path, balance a leaf on a twig as though it was the sun resting on a branch.) Take turns sharing poems while observing the environment that they were written in.
IV. Group poems:
Have everyone contribute a line or idea to a group poem. *Journals are especially conducive to creative writing and group journals really inspire creative cohesiveness.

WORKSHOP #10 - Outdoor Education and Alternative Schools

Presenters: Bill Cuff from the Rochester Alternative School
David Abbott from the Winnecunnet Alternative School

Alternative schools are an option to dropping out, reform school or detention centers for many students. They are attended mainly by delinquents, reluctant learners and possible drop outs. The main objectives of an alternative school are to provide an opportunity for students to share experiences in an outdoor setting to build social skills, cooperation, stewardship, responsibility and self esteem.

Alternative schools are a relatively new development in using the area of outdoor education for juvenile delinquents. The concept is connected with programs such as the Outward Bound project S.T.E.P. in Florida, but on a more "at home" level. Alternative schools try to deal with the problem at an earlier stage by providing the student with an opportunity for improved self-esteem through adventure and encounter groups without leaving the school system.

Alternative schools have many of the problems that regular schools have. For example, the Rochester Alternative School located in Rochester, New Hampshire has had a major battle with funding for the past two years. It has survived budget cuts only through the rally and support of the surrounding community. Winnacunnet Alternative School (also located in New Hampshire) on the other hand, has received a generous grant this past year which has made the program financially secure.

Other problems that an alternative school might encounter include the conflict of personalities. Students from different towns or areas may tend to collide on issues of decisions made by the group. Attendence is also an issue. Unless a regular check is kept on the students, they may tend to skip regular classes (high school) and attend just the alternative school. With constant supervision though, the problem can be monitored.

A major problem alternative schools face, is the justification of their program. The administration requires evidence that the school is viable and making headway with these students. The alternative school administers tests such as the Tennessee self-concept scale and various other academic achievement tests. There are no exact evaluation processes that can be used though; no achievement that can be graded. The changes within the student are often subtle and occur over a period of time. The instructors look for personal growth, a change in attitude, social skills and a willingness to learn. These changes may occur in different degrees, but if there is a change for the better - that is a measure of success.

Many students who attend the alternative schools have poorly developed self-concept. One objective of the school is to provide an opportunity for the student to risk, and to gain confidence in himself/herself each time a risk is met successfully. An activity that can be used in an encounter group which allows the student this opportunity, is a drawing exercise. The student should first draw themselves as they see themselves. The student should then draw themselves as they think others see themselves. When this is completed, the pictures should be sent around the group (without names on them) so that each student has an opportunity to write a comment. The exercise may reveal many things to the instructor that the students wouldn't verbally communicate and allows the student a chance to risk in the group without being put on the spot.

There are many issues that arise in an alternative school. One is issue of a mandatory program. Some programs, such as the one in Winnacunnet, make classes mandatory to alleviate problems. Rochester school on the other hand , is voluntary. This causes problems at times when a student decides to skip morning classes at the high school and go just to the alternative school. Generally though, a close enough check is made on the students so that this system works.

Another issue that often arises is the problem of who goes on the outings and who decides. Both Rochester and Winnacunnet use a point/reward system to determine this. A student who opts for an unpopular trip, gets a better chance of going when a more popular trip is offered. The students make the final decisions about who goes, which gives them a chance to get involved in some of the planning and execution of the program.

Quality instructors and dealing with burnout are two more major issues. People who are caring and have some background in education or a related field, are usually hired. Hard skills are something that can be acquired later on the job. Because of the caring nature of the instructors and intensity of the job, the burnout rate is high. This can be dealt with by group support. The Rochester program has three-hour sessions weekly which give the instructors a chance to talk about frustrations, problems and tensions. The program is flexible enough to allow instructors some freedom to pursue their own educational growth as well.

Alternative schools provide an option to detention centers or dropping out of school for many students. Through using the outdoors as a medium, instructors can promote growth, responsibility, cooperation, and self-esteem in many of these troubled youth. These alternative schools are a necessary addition to the standard high school high school in which so many students can't cope. Outdoor education seems to induce a positive change in the student's self-esteem and how he/she sees the world around him/her. Isn't this what education is all about?

Resources:

Bill Cuff
c/o Fireside Program
Dean of Students Office
Huddleston Hall
University of New Hampshire
Durham, New Hampshire 03824
(603) 862-2070

David Abbott
Winnacunnet Alternative School
Hampton, New Hampshire 03842
(603) 926-4857

WORKSHOP #11 - All I Ask Is A Tall Ship

Ingrid Gottschneider is the public relations director for Square-Rig International. This new organization was formed as part of an effort to save the Tall Ships. Currently taking place aboard the Sorlandet, it is an experience that offers unique education benefits through hands-on educational benefits. Ingrid is just one of the many who have been fortunate enough to participate in the program. Based in Boston, this is a non-profit organization that serves all types of eager learners.

The emphasis of the program is on your ability to learn about yourself and others. You will develop a sense of discipline at sea, working with the elements instead of against them. No sailing skills are necessary; the only requirement is that you must be sixteen years of age. Families are encouraged to participate. In accepting this challenge, one must ask himself/herself what type of experience he/she is looking for. As an individual, you must do for yourself, taking the initiative to experience as much challenge as possible. The responsibilities are great; you must stand watch, climb the rigging, and take part in all galley and shipboard duties. It is you who cares for, maintains, and runs the ship.

Some feel the adventure is too harsh, but by working together, you can overcome the distress of sea sickness and exhaustion to find one of the most rewarding times of your life. You will learn about yourself; your extensions and your limitations. While up rigging the sail in a storm, the waves crashing against the hull, you will have doubts. But when you return to the security of your everyday world, you will look back and realize the important effects the experiences had on your life.

While watching the film Ingrid brought with her, one is captivated by this incredible adventure. The tuition for these trips is not inexpensive, but some scholarships are available. The Sorlandet will cross the Atlantic from Norway in May and return in September. There is information available on transatlantic voyages, but the exercises for 1983 take place along the Atlantic Coast of North America. The 1983 schedule (which serves as an example) is as follows:

Exercise	Starting Date	Point of Embarkation	Finishing Date	Point of Disembarkation
I	6/12/83	St. George, Bermuda	7/1/83	Quebec, Canada
II	7/3/83	Quebec, Canada	7/22/83	Thunder Bay, Canada
III	7/24/83	Thunder Bay, Canada	8/12/83	Halifax, Canada
IV	8/14/83	Halifax, Canada	9/2/83	Halifax, Canada

The first and fourth trips will spend most of the duration under sail while the second and third offer the unique experience of travelling through locks along the St. Lawrence. If you are looking for adventure to challenge every part of yourself, perhaps the Sorlandet can give it to you.

For more information:

Square-Rig International
19 Milk Street
Boston, Massachusetts 02109

WORKSHOP #12 - Bachar Ladder

The Bachar Ladder is a device used in simulating skills used in rock climbing. It mainly works on arm strength, especially hanging by the arms, which are suspended overhead. This particular ladder system was designed by two individuals at the University of New Hampshire.

There are two levels of the Bachar Ladder at the University of New Hampshire differing in degree of difficulty. The less difficult one contains rungs eight inches apart, while the more difficult ladder has 16 inches between rungs. Don't be deceived though, as both ladders are quite challenging.

In general, the ladder is constructed from 11mm nylon rope, the same type of rope used in rock climbing. In fact, it was devised by using old climbing ropes. The ropes extend from the ground and slant upward at a 45^{0} angle to an attachment above, usually about 40 feet (see diagram).

The rungs of the ladder are made of PVC conduit, which can be bought at a lighting store. One-half inch diameter holes were drilled through the conduit to secure it to the side ropes. Overhand knots keep the conduit in place. Each end of the ladder is firmly attached. The top is secured with chains and tubular webbing (a nylon rope). The bottom is secured by a series of ropes, carabiners, nylon tubular webbing, and attached and tightened using the z-pulley system (see diagram).

A belay rope is also advised if not necessary. This can be looped through a carabiner and hang down to a belayer. One end is firmly tied around the climber's waist with a bowline on a coil. It is supported through a carabiner, which is hung from a one-inch nylon tubular webbing slung over a beam with a hero loop. The belayer spots the climber by butt-belaying the other end of the rope.

To use, the climber begins underneath the ladder. Using his arm muscles, the climber attempts to climb up the ladder backwards. To efficiently accomplish this, the climber must pull themself up to the bent-arm position (the pull-up position), reach back and grab the next rung. It is important for the climber to grab the rung in the middle, as this insures proper balance. (Note: it is important for the climber to keep their elbows bent! If the arms are straightened this could cause a damaging force to occur on the climber's shoulders.)

In the beginning stages, the legs can be used to assist the climber in pulling himself up. In this instance, the climber can hook their legs through the ladder for support. If a climber does use their legs, it is important that there be an additional spotter underneath the climber. Should the climber lose their grip with their hands, and their legs stay on the lower rungs, the climber may fall on their head without an additional spotter.

The climber continues in a series of "pull-ups" until they reach their peak (each climber is different). The climber then must attack the task of getting down. Here again, the holding of the bent-arm position is important. This will alleviate a proper grip on the next rung, allowing for a smooth and safe trip down.

Climbers may (and should) attempt on more than one occasion as their strength and abilities increase. This device is also very good for building confidence, so when the climber is on the rocks, they will feel more comfortable.

Resources

Harrison, Carl, "Training Tips" Climbing magazine. June, 1983, Number 79, pp. 50-51.

Craig Doblion
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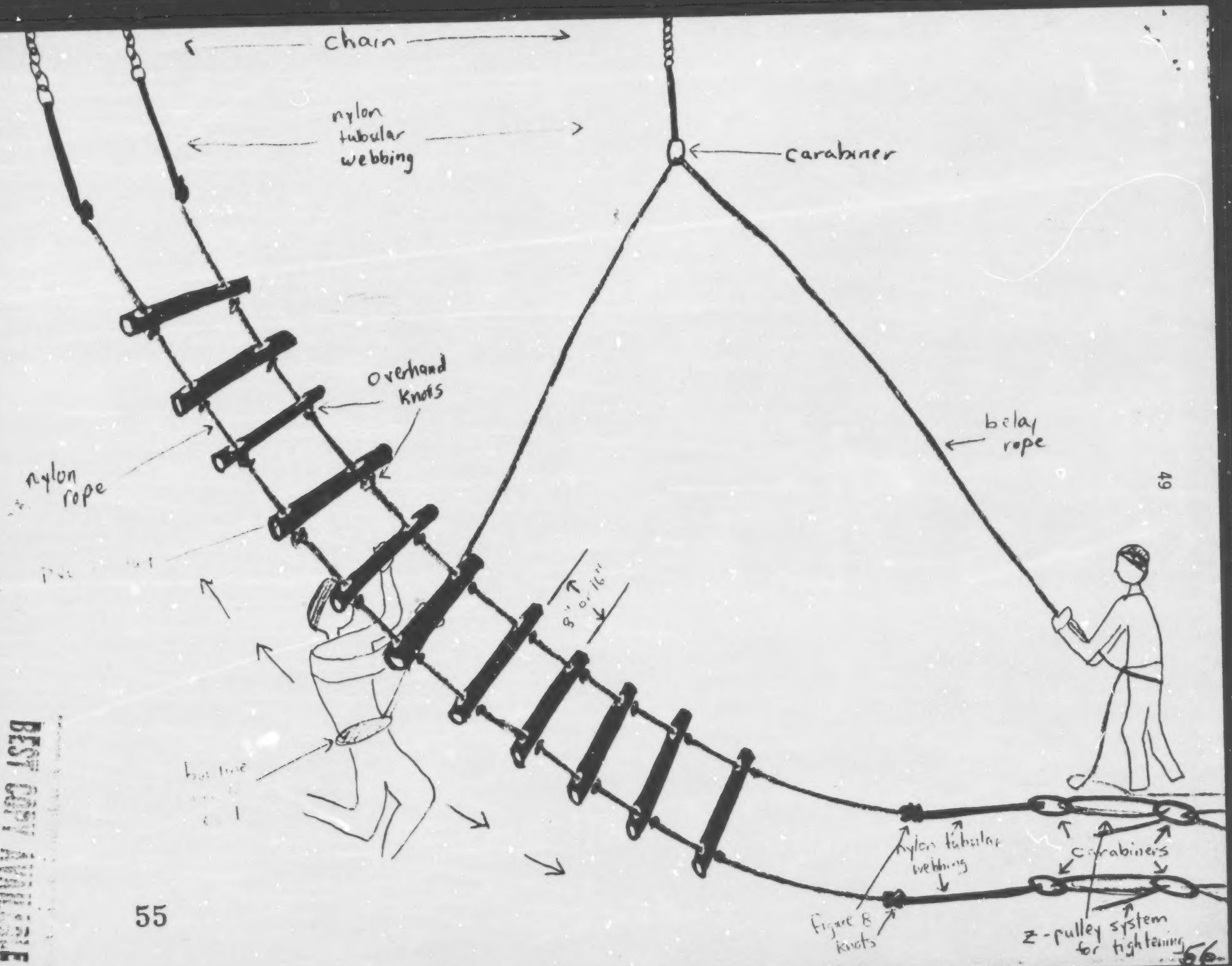

chain
nylon tubular webbing
carabiner
Overhand Knots
nylon rope
belay rope
49
9" to 16"
Nylon tubular webbing
carabiners
Figure 8 knots
Z-pulley system for tightening
55
56

WORKSHOP #13 - Equipment Making and Updating

In this time period of exorbitant prices of outdoor gear, more and more individuals are turning to making their own gear or updating their present gear to fit their needs. Three main reasons for this increase in "self-production" of outdoor gear are: 1) individuals are finding that the inflated costs of outdoor gear can be minimized with a small amount of time, effort and creativity. 2) many people just cannot find the item they want with the features they want to fit them. This "self-customizing" enables a person to tailor their gear to their needs (e.g. an anovah with a large hood and velcro sleeve pockets) and 3) what an individual wants just isn't made. By "self-designing" a person can fill their equipment needs (e.g. stuff sacks to fit certain pots and pans).

If one does select to make their own gear, what are some necessary steps to go through? Here are a couple which might help an individual in this process:

I. Design - The first step after determining that you want to make an article comes with the planning of the design. Before any cutting begins one should think the whole garment through. This "pre-cutting" stage entails a numbers of steps:

1) Look around a lot - go to several equipment stores and look at similar items. How did they put on the hood, zippers, draw string, etc.? Determine what would be the best way for you to incorporate the features on your creation.

2) If you are creating a new piece of gear, you need to make your own pattern. However, if there are similar pieces on the market which have an available pattern, purchase the pattern and revise it to fit your needs.

3) In thinking the whole project through, try to create your design by using an old cotton sheet or brown butcher paper as the material you wish to use. In making your model with one of these two materials, write on the material the necessary information you will need in starting the real project - where zippers and snaps will go, what kind of stitching will go where, etc. This "pre-cutting" material also works well as serving as a pattern to work and trace from when you begin your project.

II. Material

In determining what to make your gear out of, several items must be considered. Some of the items one needs to think about are weight, insulation quality, resistance to wind, durability, expense, waterproof ability and breathability. A great deal of other factors can also come into play, especially when one is creating gear to withstand severe conditions.

One can see that materials could hold specific uses for a myraid of objects, but most products will end up being in one of three categories: clothing, shell, or insulation.

A. Clothing - A variety of fabrics exist which one can select from when creating outdoor clothes, some of the fabrics to consider include:

1) Cotton - still a good standby with a variety of constructions (100% cotton, 80% cotton, 50% polyester, etc.) that is probably the least expensive material. One severe drawback though is that when it becomes wet from the body or by external means, it is relatively worthless in the outdoors.

2) Wool - used to be the big kid on the block because of it's ability to insulate when wet, but the development of synthetic materials has somewhat dated it. Many people still prefer it, especially virgin wool which limits irritation against the skin.

3) Synthetics - a number of products have arisen from the adaptation of synthetics for outdoor gear. Most of them derive their fame for the ability to wick moisture away from the human body, retain body heat when wet and dry much faster than wool when wet. Polypropalene is a synthetic with these qualities which is often used as underwear or tight fitting shirts. In order for this material to work it must be next to one's body. Silk is often used in the same way polypropalene is, and both have a great elastic ability which allows your body full range of motion. It comes in several thicknesses.

Pile is a thicker material with the same qualities. It also comes in several designs with the tighter woven pile (e.g. borglite) lighter when wet, having quicker capability of drying and being more expensive than the looser woven styles. Pile has a tendency to "pill" quite a bit when washed. By turning the material inside out when washing will limit this to lengthen the lifetime of your gear.

A major drawback of most of the synthetic cloths is their inability to protect the body from wind. A windproof shell is a requisite for using this material when wind is a factor.

B. Shell materials - Almost all shell material is wind resistant or proof, so the main factors one is concerned with is the selection of shell cloth are breathability, water resiliency, durability and expense.

With the advent of goretex, klimate and similar material, the 'dream' of the cloth that would keep you dry under strenous conditions during a rainstorm was realized - or was it? The claim of a material which allow warm body vapor out and kept rain from coming in was well received. However, these materials are relatively expensive, must be kept clean in order to work, do not always keep one as dry as the store manual says and are not as durable as many other shell materials. Some individuals have avoided these disadvantages by combining a material such as goretex with other shell materials to create the piece of outdoor gear they desire (e.g. ovenmitts with goretex on top and a stronger, abrasion resistent and waterproof cloth such as cordura on the bottom.

Nylon is a material which can either have the breathable quality or the waterproof quality. It is less expensive than "goretex type" materials and can be quite durable. It's durability, breathability and waterproof qualities all depend upon the material you purchase. Some of the nylon materials available with their positive qualities are:

1) 60/40 or 65/35 nylon - nylon mixed in with 40 or 35 percent cotton. Breathable and somewhat durable. Often used in water resistent parkas.

2) Pack cloth - not recommended for outer wear, but an inexpensive nylon which is often used for items such as stuff sacks.

3) Ripstop nylon - lighter than pack cloth nylong but still durable with the same general uses. Used for making the outside of down or polarguard booties, UBL socks, etc.

4) Taffetta nylon - a shiny finished nylon often used as raingear when coated or when used with goretex.

5) Taslin nylon - similiar to taffetta but heavier and more abrasion resistant. Has a "brush" nylon finish.

6) Cordova nylon - a waterproof nylon which is durable and comparatively light. Often used in places where waterproof and durability qualities are needed. Examples - overmitts, overboots.

7) Ballistics cloth - a heavier cloth than cordova which is more abrasion resistant and durable. Often used for items which take an extreme amount of abuse (e.g. haul bags).

Some nylons are often "coated" or "uncoated" (e.g. ripstop or taslin). The coating makes the material more water resistant and less breathable.

When dealing with any shell material which is designed to be waterproof, one must remember to seal the seams. This is often done by using a liquid sealant, but strips are now available which can be sewn into the seams of a garment and ironed to seal it waterproof.

C. Insulation - The two most commonly used items in the past have been down and synthetics such polarguard and fiberfill. Both have certain advantages and disadvantages which need to be made when deciding on one or the other.

Down has the advantages of being lighter, more compressable and longer lasting than it's synthetic counterparts. Originally, it was true that goose down was better than duck down. But due to increasing prices in goose down and decreasing quality, duck down has become the better way to go. When planning to make a product which incorporates down as the insulating product, one has to consider are the type of baffle construction you want to use. Synthetic fills come in battings but down material is loose and must be sewn into place by using baffles.

Synthetics (e.g. polarguard, fiberfil and holofill) have the advantages of being less expensive and able to insultate when wet. This is definitely the material to work with if you plan to use your product in an area that receives a great deal of moisture.

Thinsulate is another synthetic which has a higher insulating value than other synthetics and down but is a bit stiffer. It is often used as material for vest and overboots.

III. Accessories

Several items one needs to consider in making be:

A) zippers
B) snaps
C) velcro
D) lacing
E) drawstrings

Once again two rules of thumb - look around and see what other manufacturers are doing with their products and be creative!

IV. Where can one get patterns?

Several places one might look for outdoor clothing patterns which exist are:

1) sewing shops
2) outdoor kit manufacturers such as Altra
3) friends who have made their own gear

V. Where can one get materials?

1) outdoor kit manufacturers
2) clothing material outlet stores
3) wilderness stores
4) outdoor catalogs
5) Army-Navy surplus stores

References

1) Altra kits
5541 Central Avenue
Boulder, Colorado 80301

2) Peter Axelson
RFD #2, Mast Road Ext.
Durham, New Hampshire 03824

WORKSHOP #14 - Trip Techniques

The trip techniques workshop provided an overview of four aspects to take into consideration while planning a trip. They are:

1) Trip Planning; a checklist

2) Problem Situation Analysis

3) Tips on Dynamics and Individual Relations in a Group

4) Activity Suggestions

Leadership

Every person has their own leadership style. Different styles fit different people and situations. This style has developed from personally, past experience, and instruction. Depending on the situation, a leader must know not to "lead people by the hand but to have them think for themselves." The members of a trip should be placed in situations of responsibility. This role reversal makes people involved and active in the organization of the trip, and also relieves the leader of some of the responsibility.

Check List

The trip planning check list is to place in front of a leader exactly what should be done before heading out. Many things are common sense, however, with the check list nothing will be forgotten. This section could be used as a handout.

- Choose group to fit trip objective or
- Choose objective to fit group
- Pick an area (objective)
- Obtain information

Sources: people
maps
guide books
periodical literature
clubs: NHOC, AMC
Forest Service

Route Planning

Is the leader qualified?
What is the experience of the participants?
What is the fitness level?

Is route planning a group decision or one persons?

Medical History of Group Members

- Knowledge of each persons strengths and weaknesses (i.e. allergies, epilepsy, bee sting, diabetes, etc.)
- If medication is necessary have it there.
- Safety glasses, spare glasses, contact lenses

Transportation

- private cars
- renting
- insurance → driver of car

Safety Considerations

Encourage questions from participants

- planning → evacuation routes
- first aid - training kits
- emergency service in area - sheriff, police, etc.
- leave itinerary with someone at home
- leave phone number and name with car so that it is not thought to be abandoned
- in springtime will route cross swollen streams?
- weather - get local forecast, know weather patterns
- safety gear: stokes, litter, radio
- know where the group is → spread out?
- navigation - more than one map in the party
- do people know how to use compasses?
- do people know what to do in your absence?
- cover maps with clear plastic
- check gear before leaving - stores, packs, tents, etc.
- take only what you need
- clothing layers
- loose fitting clothing
- appropriate clothing for weather
- expect unexpected weather
- repair kits → tools, stoves, packs

Food

- who plans? Buy as a group?
- individual or pairs
- cooking - fires vs. stoves
  fuel - fire permits
- buy it all at the start or resupply?
- options
  - vegitarians
  - caloric considerations → extra for work
  - three meals or many small ones?
  - extra liquids, water purification tablets
    dehydration 2-3 quarts/day/person
  - dehydrated foods → freeze dry, fresh, canned
  - spoilage - cheese
  - pots, pans, spoons
  - clean up, pollution, sanitation

Problem Situation Analysis

Problem situations are good to think about to discover as a leader, how you may handle it. Listening to other peoples opinions also will provide different points of view to be considered. There are people encountered

problems, those with a co-leader or opposite sex leader. Also problems will arise with the various types of students. It is important to remember that communication is the main consideration in any relationship. It should be free and honest from the beginning.

Other problems are those of individual incidents such as, drugs and alcohol, students sleeping together and accidents. How as a leader would you handle these?

The three worst areas for accidents are water, rock, and the chance of hypothermia. What could happen in those areas and what could be done? A leader should be constantly questioning so that he is learning continually.

Tips on Dynamics and Individual Relations

As a leader the costs and benefits of a trip must be apparent to the group. People should be aware of both at the beginning. This will minimize problems in the long run. People will know what is expected of them and what they will get out of the trip.

Leaders should be aware of ways in which they may handle an encountered problem. These are possibilities:

a) cope with the problem
b) ignore the problem
c) change the problem

It is the situation that will require the leader to choose the proper method. All three lead to a solution.

Feedback can be an important part of a trip for those who decide to use it. It should be explained by the leader to the trip members. One way of doing it is to praise, then explain observations and end by leaving the person with questions to reflect upon. This may be called "food for thought." Ultimately the trip member should be able to transfer what he has learned on the trip into his daily life.

Activities

Introductory games can be used for people to get to know the others in the group.

Examples: ball toss
claim to fame
values discussion
3 truths and a false
scavenger hunt

Initiatives are games in which a person may identify his usefulness in a group through development of his role rather than through his perscription.

Examples: knots
willow wand
trust fall - SPOT
artist clay model

New Games are fun non-competitive games that will involve all group members.

Examples: lap sit
monkey-elephant-giraffe
gortex
skin the snake
rain: hand rub
snap fingers
slap thighs
stamp feet
reverse

Some important things about activities are to keep everyone involved and do not let one game go on too long. People will get bored and lose interest. The activity should show that it is possible for the whole group to work together, have fun and accomplish something.

These suggestions are not meant as the "last word" on a subject. They are simply one way of doing things.

Many factors are involved in the working of a trip a leader has to think of all of them. Two things to be concerned about before heading out are organization and communication. With this in mind, have Fun!

Resources

Contact Joann Stemmermann through the New Hampshire Outing Club.

See page 57 for a sheet from Mary Jensen "Outdoor Leadership: Operational and Transformational Processes Association for Experiential Education 10th Annual Conference, Arcata, California, September 9-12, 1982.

New Games - Benji Simpson
More New Games - Benji Simpson
Hurricane Outward Bound Manual
Publications by Steve Van Matre
Values Clarification, Reality Therapy- by Dr. Glasser

Typical Transactional Responsibilities of an Outdoor Leader

Whether seeking a transforming or transactional relationship with followers, teachers must attend to the day-to-day needs of their followers. These responsibilities can be characterized as either task oriented or socio-emotional (relationship) oriented. Both are important. Below is an example of transactional functions typically assumed by one leader during the pre-course, execution, and evaluation phases of an outdoor program.

	TASK FUNCTIONS	SOCIAL FUNCTIONS
Pre-Course	List of participants Plan course activities, objectives Plan routes, including emergency evacuation Plan emergency procedures safety policies (written) Check and obtain supplied equipment: devise check-out procedures Consent forms, assumption of risk, health forms, insurance Choose assistants - train Plan Evaluation scheme Develop skill progression Run off paperwork (clothing lists, conditioning, safety policies, etc.)	Plan initiatives, learn names Plan talk setting expectations, introduce group procedures Plan social activities, e.g. final banquet, special dinners, saunas Plan formal debriefing sessions Plan closure ceremony
Execution	Meet with students; explain course expectations and goals Teach basic skills in progression Explain interaction procedures Conduct activities Supervise as necessary Teach values through examples Reinforce "good" behavior Check in issued equipment at end of course Keep course notes and records	Good morning, good night conversations Share mealtimes Deal with conflict using problem solving orientation Obtain feedback on participants' feelings and ideas Record conversational frequency with individual members Show enthusiasm, high energy in activities (approach tendencies) Reinforce good behavior
Evaluation	During course, assess student feelings about course, activities, and social interaction--make adjustments as necessary Do post-course evaluation Debrief course with co-instructors, assistants Turn in course records and other paperwork	Effect closure - summarize with humor Smile Arrange for sharing of names, addresses, pictures Provide for individual closure

Mary Jensen

Outdoor Leadership: Operational and Transformational Processes
Association for Experiential Education 10th Annual Conference,
Arcata, California, September 9-12, 1982.

WORKSHOP #15 - Women and the Outdoors

A variety of reasons were given, by the participants, for attending this workshop presented by Nancy Cray and Ann Driscoll. The following are a few of the reasons and interests that people had concerning women and the outdoors.

- Persons working at girls camps hoped to gain insight of how to deal more effectively with females.

- The desire to improve relations between men and women.

- Feelings of women in outdoor adventure programs such as Outward Bound.

Outdoor educators use the outdoors as a medium for developing individual growth in men and women. Yet, there are differences in how men and women grow and learn in the environment. These differences were addressed in the workshop.

Is there sexism in the outdoor programs? Unfortunately, yes. This is probably the greatest barrier facing women today and can be seen many times in various outdoor adventure programs.

A good example given was of the Ropes Course. The nature of its physical set-up provides males with more success, due to their greater body strength. The climbing wall was another example discussed. Its mere design to succeed, by pulling one's self up; depends on upper body strength. Again, females tend to have a disadvantage from the start because of the fact that most females are physically weaker than males.

This is not true for all programs, however. On the other end of the spectrum are programs such as Fireside (UNH) and such that incorporate many inner strengths most often associated with women: support, caring, expressing feelings, etc. These qualities have tended to be easier for women than for men to express.

Why is the outdoors used as a medium to create positive experiences? One reason discussed was that people can relate to their bodies moving through space. Differences in physical attributes don't necessarily mean that individuals can't reach the same goal whether male or female.

An example that clearly illustrates this is as follows. A young viral seventeen year old male and a petite female are both rock climbing. The young male gets stuck on his climb. He becomes very frustrated and angry, and reacts by pounding on the rock. After his "tantrum" he makes the move and reaches the top.

The female follows the male and literally dances up the climb. Might isn't necessarily right.

It is difficult for females to get involved in the outdoors because traditionally the outdoor environment has been solely a male environment. History tells us that most of the famous expeditions have been led by men. Society has prevented women from adventurous activities. It has just been recently that women have been thought of as competent in the outdoors. Outward Bound did not accepted women until the early 1970's.

Women are now exploring an all new realm of skills: risk, independent thinking, and taking charge of their own lives, to name a few. All of these are difficult to achieve within the traditional lifestyle that society has developed for women.

Men have been traditionally thought of to possess the tools to succeed with their bodies, at professional skills and to solve problems. Women were thought to possess the tools for cooking and providing emotional support to the family. The tools that men possess have been though of as inherently better. In the outdoors the tools that men have are needed.

It was suggested that both men and women should all have access to the tools of both men and women, the entire tool box, to become an emotionally healthy person.

For women this balance of feminine with masculine skills is a delicate growth. It is difficult to incorporate competancy and femininity yet this is the issue that faces women as they become more involved in outdoor adventure programs.

What do women need to develop to become "successful" in the outdoors and "successful" as human beings. The following is a list of qualities developed in the workshop.

- Shift in perception of what is a strength/weakness
- Self concept
- Self esteem
- Assertiveness
- Not being afraid of physical strength
- Dealing with not getting male approval
- Power of choice
- New kind of thought; conceptuality
- Able to take risks
- Responsible for own decisions
- Leadership
- Retain balance of personal skills with acquisition of new

These are all qualities that lead to a full and healthy person. It is important that one creates their own world and the outdoors provides individuals with a chance to explore these qualities.

References

Annapurna - A Women's Place by Arlene Bloom
Women's Reality by Ann Vincent Shafe
Psyc. of Women by Jean Bater Miller
Meg Christiensen and Chris Williamson - singers about women's issues

Artemis Wilderness Tours
P. O. Box 1178
Taos, New Mexico 87571
(505) 758-9524

Mariah Wilderness Expeditions
P. O. Box 1384
El Cerrito, California 94530
(415) 527-5544

Rainbow Adventures, Inc.
1308 Sherman Avenue
Evanston, Illinois 60201
(312) 864-4570

Women in Nature
Towson Center
Towson State University
Towson, Maryland 21204
(301) 321-3152

References - continued

Inward Bound Ventures, Inc.
1613 West Greenleaf
Chicago, Illinois 60626
(312) 274-4964

Osprey River Trips, Inc.
6109 Fish Hatchery Road
Grants Pass, Oregon 97526
(503) 479-4215

Outdoor Woman's School
2519 Cedar Street
Berkeley, California 94708
(415) 848-5189

WORKSHOP #16 - Disabled Populations and the Outdoors

This workshop intended to "discuss a sequential approach to adventure experiences in the outdoors for individuals who have disabilities. It will include information on program adaptation and a slide show on past programs. Participants in this workshop will be given the opportunity to share ideas and to participate in adapted activities." Previously, the outdoors and adventure activities have been inaccessible to many individuals with physical and/or mental disabilities. Society is gradually learning that Outdoor Education can be adapted successfully for these people. The Vinland National Center has designed a "Sequential Approach to Adventure Activities for People with Handicaps." This approach is strongly linked to common Outdoor Education practices but allows for adaptation when appropriate. The Sequential Approach may be used as it has been designed or may act as a guide in program, depending on the situation.

The Sequential Approach is set up into six basic levels; Awareness Activities, Group Cooperative Games, Individual Initiative Tasks, Group Initiative Tasks, Low Adventure Activities, and High Adventure Activities. In Level One, Awareness Activities, the participants develop physical and mental awareness. It is an opportunity to lessen and possibly overcome anxiety. Awareness activities "create a sense of relationship between the participant and surrounding environment." (An example activity is "Find a Tree.") With Level Two, Group Cooperative Games, involvement, cooperation, and trust skills are stressed. These games are structured towards success. "Everybody plays, everybody wins, everybody learns." (Most New Games can be used on this level.) In Level Three, Individual Initiative Tasks, a defined task is given to each individual participant. These tasks challenge each participant mentally and physically on an individual basis. Other participants learn spotting which improves their self-image and confidence and increases trust. (An example of this could be a floor beam which participants must balance on while moving from one point to another.) Level Four, Group Initiative Tasks, involve the group as a whole. The group is assigned a task which can only be accomplished if the group functions together. There is cognitive, physical, and effective involvement and challenge. Trust and safety become an important issue in this level. Group members learn to trust each other and concern themselves with self and group safety (done through spotting). This stimulates an awareness and involvement in the group. Many important aspects of group dynamics will also evolve in this level. (An example of a Group Initiative Task is "All Aboard.") It is important during this level to have immediate verbal discussions (debriefing) after the task has been accomplished, for participants to fully benefit from the activities.

In Level Five, Low Adventure Activities, group members are challenged individually once again while the others spot. The physical aspects of this level become very predominant. It is an opportunity for participants to improve flexibility, strength, endurance, and balance. Also, Level Five builds confidence. Individuals have the group present for support but are individually overcoming challenges. (An example of this level is a low ropes course.) Level Six, High Adventure Activities, increases the challenges present in Level Five by increasing the difficulty and risk. Participants must learn and develop necessary skills to accomplish the challenge. Within this level, the participant focusses in on her/her specific ab[illegible]ities and possibilities. There is a continuation of confidence building as the p[illegible]cipant realizes his/her own strengths and increasing skill level. (Examples of Level [illegible] activities are high ropes courses, kayaking, and rock climbing.) The Sequential Approa[illegible]akes participants through each level at a rate which can challenge without overw[illegible]ing

them. In this approach, there are high levels of success built into each separate level. Educators and Programmers must realize participant ability and must be extremely careful not to push or hold back (for too long) a participant. It is important to have a good understanding of each participant and to adapt the approach to their needs.

The following is a summation of key issues brought out in the open discussion section of the workshop. In Outdoor Education, many areas of personal growth and development are involved. People learn how to become more independent, confident individuals. They learn to realize and maximize their strengths and the strengths of others. They gain confidence through trust in themselves and in their group. This is true for all people, including those with physical and/or mental handicaps. Through the outdoors and adventure activities, people with disabilities learn to realize themselves and are stripped of the idea of inability and realize ability. Because of the movement within society towards mainstreaming, it is important for educators and programmers to learn how to adapt programs for handicapped individuals. As shown in the Sequential Approach, it is possible to utilize "normal" activities which are already being practiced. Using imagination, and people with disabilities, it is relatively easy to adapt activities to meet the needs of those people being served. Educators and Programmers should look at things simply and sensibly and adaptation will be improved. Also, flexability and imagination are crucial to the success of the program.

As a society, we define ability and disability. These definitions decide who participates in society. We are beginning to redefine disability by realizing and stressing abilities that people with disabilities have. Through the outdoors and adventure, the handicapped can redefine themselves as strong, capable, independent individuals. As Educators and Programmers, it is our responsibility to provide this opportunity to individuals who have disabilities.

Resources

Sequential Approach

Vinland National Center, An Introduction to Adventure; A Sequential Approach to Challenging Activities With Persons Who Are Disabied. (Loretto, Minnesota)

Roland and Associates Incorporated
c/o Christopher C. Roland, Ed.D.
President
P. O. Box 332
Hancock, New Hampshire 03449
(603) 525-4452

*Organizations (for assistance and/or information)

American Camping Association
Bradford Woods
Martinsville, Indiana 46151
(317) 342-8456

Association for Experiential Education
945 Pennsylvania Street
Denver, Colorado 80203
(303) 837-8633

Resources - continued

Bradford Woods Outdoor Education Center
5040 State Road 67 North
Martinsville, Indiana 46151
(317) 342-2915

Colorado Outdoor Education Center For The Handicapped
P. O. Box 697
Breckenridge, Colorado 80424
(303) 453-6422

Edwin Gould Outdoor Education Center
Gage Road
Brewster, New York 10509

Environmental Education Program
Missouri Department of Natural Resources
P. O. Box 176
Jefferson City, Missouri 65101

ERIC Clearinghouse for Science, Mathematica, and Environmental Education
The Ohio Street University
1200 Chambers Road (third floor)
Columbus, Ohio 43212

HEALTH Sports, Inc.
1455 West Lake Street
Minneapolis, Minnesota 55408
(612) 827-3611

Project Adventure
P. O. Box 157
Hamilton, Massachusetts 01936
(617) 468-1766

Project I-C-E
1927 Main Street
Green Bay, Wisconsin 54301

Vinland National Center
3675 Ihduhapi Road
Loretto, Minnesota 55357
(612) 479-3555

Wisconsin Association For Environmental Education Newsletter
Editorial Offices
125 West Kohler Street
Sun Pararie, Wisconsin 53590

Pre Hy Lake Adventure Center
9310 West R. Avenue
Kalamazoo, Michigan 49009

*Resource List Compiled By

Gary M. Robb, Mark D. Haven, Jeffrey P. Witman for Special Education...Naturally, Bradford Woods, Indiana University, 5040 State Road 67 North, Martinsville, Indiana 46151.

WORKSHOP #17 -

Acclimatization is an environmental education process which helps individuals develop an understanding of, and become sensitive to, the types of relationships that occur all around them in the natural world. Through a series of awareness activities, participants acquire this knowledge on their own.

The general objectives of this workshop reflected the goals and philosophies of acclimatization. Some of these goals are as follow.

1. The encouragement of environmental awareness through sensory activities centered around an educational theme.

2. The stimulation of creativity through observation and writing, as related to the theme of the day.

3. The demonstration of how acclimatization methods and processes are used to stimulate individual learning.

See page 66 - Touchstones of Acclimatization

For instance, the presentor used a progressive teaching model (as described in Steve Van Matre's, Sunship Earth) to convey the theme of the acclimatization topic - Interrelationships and Interdependancy. A variety of activities were chosen and used which ranged from passive, introductory, concept building models to more active, thought provoking, advanced learning experiences. This type of progressive teaching model is important and very effective. The introductory activities allow learners to gradually open up their thinking patterns, and get ready to focus their attention upon the theme of the day's activities. This proves to heighten the participants awareness for further learning experiences as they later become involved in more advanced, intellectually geared activities. Many traditional approaches to teaching are not as effective for use in the out of doors. (See pg. 65-67 for another example of a teaching progression and activities.)

For example, to demonstrate interdependancy between group members, the Yurt circle activity was used for an introduction to the topic. This involves first, having all the participants form a circle while holding hands and second, counting off by two's. Then all of the people who count off as "one's stiffen their bodies and lean inward, while all the "two's" lean outward. After a few moments the positions were switched, having all of the "two's" lean inward and the "one's" outward. This activity shows that there is a dependancy between all of the members forming the Yurt.

To begin relating the theme of Interdependancy to the environment, the presentor used another introductory activity called the "Web of Life." This involved having participants first form a loose circle. Secondly, individuals are asked to play the role of either the sun, a skunk cabbage, an eagle, a groundhog, algae, a slug, or man. Then, those group members not assuming a role are asked to take an end of a rope and first connect sun with all of the other organisms that depend directly upon the skunk cabbage. This connection of organisms continues for each one represented. After all of the organisms are connected and made into a web, one of the components is removed. The result of what happens to organisms when their food chain is disrupted can be observed, as all of the organisms in the web that depend directly upon that one component can no longer survive, and the web falls to the ground.

The next activity, Foxes, Rabbits, and Leaves, is more advanced and involves a higher level of participation and thought. This activity was chosen to show the interdependancy between species and their food sources, as well as effects upon the species populations when a food source becomes scarce, and a species becomes extinct.

The last activity, Dear Abbey, not only stimulates deeper though and observation, but creativity and writing as well. It involves having a large group break up into smaller groups, and giving each small group a specific form of relationship to look for in the environment. A story, or "scoop," is asked to be written, that will creatively explain the relationship that each group finds. These findings are later shared among the entire group.

Throughout all of these exercises, the presentor makes no attempt to formally "teach" the participants what is being illustrated in each activity. Instead, questions are asked of the participants by the "instructor," in order to get a desired response (as in the Guided Discovery or Discovery teaching method). By using these different activities and asking questions, the responsibility to think, understand, and learn about the topics presented is placed upon the group members.

The following material is presented from Sunship Earth by Steve Van Matre.

COURSE GOAL	The student knows that the sun is the source of energy for all living things.
CONCEPT	ENERGY FLOW
CONCEPT COMPONENT	PHOTOSYNTHESIS
INSTRUCTIONAL OBJECTIVE	The student understands that the leaves of green plants are the only thing on earth which can change the sun's light into energy-rich sugars.
LEARNING EXPERIENCE	"FOOD FACTORY"
LEARNING OUTCOME	The student will be able to draw a picture of something that can change the sun's energy into food and label that picture with the structures and materials that are involved in making food.
CONCEPT COMPONENT	FOOD CHAINS
INSTRUCTIONAL OBJECTIVE	The student understands that the sun's energy follows certain paths once it is captured by the green plants.
LEARNING EXPERIENCE	"MR. SUN'S RESTAURANT"
LEARNING OUTCOME	The student will be able to draw a picture of a food chain that has at least three links in it and show in the picture how the sun's energy flows from one link to the next.
CONCEPT COMPONENT	ENERGY LOSS
INSTRUCTIONAL OBJECTIVE	The student understands that as energy moves from the sun to plants and on to animals, much of it is lost.
LEARNING EXPERIENCE	"CHAIN GANG"
LEARNING OUTCOME	The student will be able to draw a picture of or list two living things that are losing energy and show how it happens.
COURSE GOAL	The student knows that the building materials of life must be used over and over.

CONCEPT — CYCLES

CONCEPT COMPONENT — AIR CYCLE

INSTRUCTIONAL OBJECTIVE — The student understands that the earth's limited supply of air is used over and over as plants and animals trade oxygen and carbon dioxide with one another.

TOUCHSTONES OF ACCLIMATIZATION

Principles

People learn best when they feel what they are learning.

An understanding of basic ecological concepts is too important to leave to the vagaries of chance or circumstance.

People of all ages respond better to sharing than to showing.

The best learning experiences start where the learner is, not where the leader is, and the experience, not the leader, is the best teacher.

In a good learning experience the medium should be the magic: the magic of discovery and wonder and joy.

There are wide worlds of perception and emotion that language cannot begin to describe, nor words measure.

Experiencing solitude enhances the nonverbal skills of waiting, watching, and receiving.

Daily contact with the elements of life refreshes our sense of being and renews our certainty of becoming.

Premises

The human species is neither the omnipotent conqueror nor the omniscient steward of the natural world.

Mankind's most important natural resources are not the material things, but the natural world.

Heightened feelings combined with increased understandings form the matrix out of which positive environmental action arises.

A key facet of healthy growth is the understanding that self-awareness is increased through natural awareness.

Living in a more natural environment should be undertaken primarily for the opportunity to better live with it - for the harmony and joy it brings.

Because of the interrelatedness of all life, our focus should be upon activities which promote harmony instead of those which encourage a sense of power.

The Story of Life: EC-DC-IC-A

E
ENERGY FLOW — Sunlight energy is transferred in decreasing amounts from those growing things which can capture it (plants--food producers) to those which cannot animals--food consumers) to those which cannot (animals--food consumers) to those which obtain it from the dying of others (certain plants and animals--food decomposers)...

C
CYCLES — As these producers, consumers, and decomposers grow and die, they are using life's essential chemicals or nutrients, taking these nutrients from and returning them to their reservoirs in the earth's air, soil, and waters over and over again...

D DIVERSITY	These essential chemicals or nutrients and the sunlight energy available have varied greatly in both amount and quality in many places and times, permitting a great number of different plants and animals to share the earth...
C COMMUNITY	Groups of different plans and animals are thus found living together on the earth in areas where the amount and quality of both the sunlight energy and these essential chemicals or nutrients best meet their individual needs...
I INTERRE- LATIONSHIPS	In meeting their needs all these plants and animals are constantly interacting with one another and with their surroundings in different ways...
C CHANGE	Because they are in the process of both acting upon their surroundings and being acted upon, all plants and animals and the places where they live are in the process of becoming something else...
A ADAPTATION	In the overall story of life, some plants and animals end up with new and successful ways of meeting their needs by solving the problems brought about by the altering of these conditions where they live.

LIST OF REFERENCES

Gass, Michael. "The Role of Creativity in Learning in the Outdoor Classroom." ERIC, Ed. 226 887, November 17, 1982.

Van Matre, Steve. Acclimatization a Sensory and Conceptual Approach, (American Camping Association; Indiana), 1972.

Van Matre, Steve. Acclimatizing a Personal and Reflective Approach to a Natural Relationship, (Ibid.), 1974.

Van Matre, Steve. SUNSHIP EARTH.

WORKSHOP #18 - Legal Liability in the Outdoors

This workshop explained and explored the concept of Tort Law. Tort Law is an unclear, somewhat vague, "judgement call" type of legal matter that comes about by a relationship of sorts. A relationship that, as Bob Gallo put it, did not work out or has "gone stale." An example of such a relationship was given in the form of a hypothetical auto accident. "If this was a minor collision, a fender-bender, between two cars; the Tort Law would come into play." This unsteady relationship law can easily be applied when dealing with the unclear "stale" relationships between the outdoor leader/educator and his or her clients/students.

The professional outdoorsman (like anyone else) is expected by law to act in a reasonable, responsible, prudent manner. The individual client of the outdoor leader has already assumed this is true. The outdoor educator has opened him/herself up to the public as a professional and, therefore, has accepted and must live up to this role. If the outdoor experience goes well (they usually do), then there is no trouble. The problem develops when something goes wrong. In this now "gone stale" relationship, legally, someone has to take the blame. In many cases that someone is the outdoorsman.

A legal dicotomy, however, still exists. There are always "two sides to every story" Gallo pointed out. The two sides to this legal hypothetical story were, of course, the prosecution and the defense.

The Prosecution

In the event of an unsuccessful outdoor experience (e.g. the development of frostbite to a mountain climbing student), many arguements could be taken by the counsel for the prosecution. Perhaps, the most significant mentioned at the workshop was that of the many manuals used in outdoor programming. Manuals that "are there for the outdoor leaders protection" (according to Dan Garvey), but must be followed "to the letter." Otherwise a situation develops where not following the rules of the manual could be used against the outdoor educator in court. If the manual was followed, however, and found to be inefficient; the entire program (and not the outdoorsman as an individual) could be held liable and even sued. The main concept for the prosecution is that of the client's (or student's) rights. If the manual or outdoorsman's poor judgement causes harm to a client, someone must make amends. The injured party must legally be awarded some form of compensation.

The Defense

The two main points relied upon by the defense are the legal concepts of assumption of risk and contributory negligence. As Betty Vander Smissen stated in her article, "Minimizing Legal Liability Risks" - "The basic premise of assumption risk is that the person, knowing and appreciating the 'risks' involved in participation, and going ahead and participating on his own free will, assumes those risks inherent in the activity, that is, those dangers normal to the activity, BUT not those occasioned by negligence of the sponsor or leader. Contributory negligence, on the other hand, is a negative approach, that is, the plaintiff or injured does something to contribute to his own injury, which if he had not done so would either have not occurred or at least the injury might not have been as severe. The test for contributory negligence is whether the plaintiff's conduct under the circumstances was that of a reasonable and prudent person exercising ordinary care for his own safety. An adult is responsible for a certain standard of self-protection, although a leader may stand in loco parentis as concerns a child's self-protection.

Questions

The very last portion of the workshop concerned itself with questions from the audience directed to Gallo and Garvey. Interesting questions were brought up such as:

- What if a client failed a survival course and died?
- What is done when an outdoor leader encourages a client to over-exert himself and he becomes injured?
- If a client has to be physically restrained (e.g. broken arm) because he was showing hypothermia symptoms, then, is the outdoor leader held liable?

No direct answers were given. In fact, none really exist. The workshop was, therefore, a success for questions like these are what Tort Law is all about.

Resources

1. Garvey, Dan, Faculty member, Huddleston Hall, University of New Hampshire, Durham, New Hampshire 03824

2. Vander Smissen, Betty, "Minimizing Legal Liability Risks," ERIC

WORKSHOP #19 - Ornithology

The teaching styles of ornithology, like any other subject, vary greatly. Each has its advantages, disadvantages, and considerations to keep in mind when planning a lesson. Exploring four of these styles: the field trip, individual projects, group project, and the lecture; was the purpose of the ornithology workshop.

The Field Trip

The field trip is probably the most stereotypical approach to ornithology. This is especially true with children who hold the image that studying birds means grabbing a pair of binoculars and a bird guide and running around in the woods. This approach is rather romantic, but nevertheless only partially valid. The best way to learn about birds is through experience. One must listen to the birds' calls, look for the birds, find their nests, discover how they live, etc... These things cannot be fully appreciated by simply reading a text.

Several things should be kept in mind when using this teaching style. The group must be relatively small to keep everyone together as well as keeping the noise level at a minimum. The students should be encouraged to listen for the birds in addition to just looking. As the teacher, you must be able to identify and explain to others exactly where the bird is (re: on which branch in the tree). It is also important to make sure each student really sees the bird you are talking about.

An obvious disadvantage to the field trip is that you may not see many, or any, birds. The time of day the class meets is critical. You may be in some trouble, for instance, if the class meets in the middle of the afternoon. If you go on a field trip and the birds aren't cooperating, you can use the opportunity to teach forest ecology, tree identification, etc. Another consideration is the weather. Bird-watching in a thunderstorm isn't much fun.

The Individual Project

Individual projects can be used as part of a field trip to get the students actively involved and encourage the use of their observational skills. An individual project could involve giving each student a topic such as nests, food, cavities, calls, signs of birds, etc. In a specific period of time and area, the student collects as much information on their topic as possible. This could be done through drawing pictures or writing about what they discover, or collecting evidence.

These projects allow for creativity and freedom while keeping a focus on the learning. Most of them can be done even if there are no birds around. Individual projects can also be adapted to different age groups or an indoor class by using magazine pictures or models.

The Group Project

A group project is one in which individuals all record information, then the information is exchanged, compared, and compiled. The observations as to the weather, setting, activity level, and bird behavior could be made at different times or in different areas to see how a specie of bird reacts in different situations. The data in a group project is often more accurate that the observations of one individual. A problem with this appraoch, however, is that too many people in a group may frighten the birds.

The Lecture

The lecture method is sometimes the best way to teach things that one could not learn through observations. When a certain type of bird, or a specific situation cannot be found in your area, other methods can be used. Models or, better yet, real captive birds are helpful in teaching anatomy. Reference books and pictures, as well as art and poetry, are also excellent teaching tools. In addition, it is possible to relate other aspects of ornithology such as its history (re: Audubon) and its future (re: endangered species) through lecture-discussions.

In a classroom setting, one has the advantages of a contained group that can easily see and hear what is being said. More resources, such as books, can be made available than you would be able to carry outside. Obviously, however, a stuffed osprey can't compare to a real one, but might be better than none at all.

When planning an ornithology lesson, several factors will influence the best teaching style to employ: the age of the students, size of the group, time available, setting, and resources and equipment available. Often a combination of styles such as a field trip with an outdoor lecture, or a field trip where part of the time is spent with the students doing individual projects, works well. The best way to discover which is most effective for you is to try them out - after all, this is what experiential education is all about.

Resources

Human Resources

Dr. Arthur Borror, Zoology Department, University of New Hampshire
Tim Bertrand, Graduate student at the University of New Hampshire

Books

Audubon, J., Paintings of North America.

Forest Service - United States Department of Agriculture, Cavity Nesting Birds of North America.

Golden Guide Series, Birds of North America.

Harper and Row, Complete Field Guide to North American Wildlife.

Peterson, Roger T., Peterson's Guide to North American Birds.

Pringie, Laurence P., Discovering the Outdoors.

Steele, R., A Nature's Guide to the Mountains of New England.

Stoutenburg, A., A Vanishing Thunder.

APPENDIX

Learning by Sharing in the Outdoors Workshop

INTRODUCTION

The University of New Hampshire Outdoor Education Program is sponsoring an Outdoor Education Workshop on Saturday, March 5, 1983. This workshop is designed for individuals interested in using the outdoors as an educational setting. The theme of the workshop is "Learning by Sharing in the Outdoors." The structure of the workshop programs will revolve around this theme and most programs are meant to encourage active participation by those attending the workshop.

AREA

The center for workshop activities will be the University of New Hampshire. The University is a 188-acre campus bordered by nearly 4,000 acres of UNH owned fields and woodlands.

ITINERARY

7:30- 9:30 - Registration for those who haven't pre-registered
8:00- 8:15 - Introduction
8:15- 8:45 - Keynote Speaker: Evelyn Browne
9:00-10:20 - Session A Workshops
10:30-11:50 - Session B Workshops
12:00- 1:00 - LUNCH - Provided for Workshop Participants
1:00- 2:20 - Session C Workshop
2:30- 3:20 - Learn and Share a Skill
3:30- 5:00 - Session D Workshops
5:00- 5:15 - Closing
5:15- 7:00 - Break
7:00- 9:30 - Square and Contra Dancing

WORKSHOP COMPONENTS

Keynote Speaker: The keynote speaker will be Ms. Evelyn Browne, Professor Emerita of the University of New Hampshire. Ms. Browne was the originator of the Outdoor Program at UNH and has adventured throughout the Western Hemisphere (her latest adventure being an excursion up the Amazon River this past fall). She will address the concerns outdoor education has met in the past and the needs it must face in the future.

Workshop Sessions: Four sessions are scheduled for participants with a variety of workshops scheduled for each session. A summary of the workshops under consideration are listed in this flyer. Your rating on the return part of this flyer will determine which workshops will be offered. Each workshop will be one hour and twenty minutes in length unless otherwise indicated.

Lunch: A buffet style lunch will be provided for each participant. Supper will not be provided, but a list of fine eating establishments in Durham will be available at the workshop.

Learning and Sharing a Skill: This workshop session will give participants a chance to learn a new skill through active participation. Some of the skills offered will be:

Skin Diving	Waxing Skis	New Games
Practicing CPR	Hacky Sack	
Climbing a Bachar Ladder	Initiatives	

Cross-Country Skiing: Tired of workshops? All day Saturday there will be an opportunity for workshop participants to check out cross-country skis, poles and boots and try out the various trails in and surrounding the college woods area.

Square Dancing and Contra Dancing: Come and join us for some festive dancing to a live band! Beginning and advanced dancers are invited.

REGISTRATION

To register for the workshop, complete both sides of the attached registration form and mail it - along with $15 made out to UNH Outdoor Education Workshop to:

Michael A. Gass
Coordinator of Outdoor Education
University of New Hampshire
New Hampshire Hall
Durham, NH 03824

After your application and workshop fee are received, you will be sent further information concerning what workshops will be offered at the various sessions and a map to Durham.

If you application fee is not received by February 25th, your further information will be kept here at the University and given to you at New Hampshire Hall (the center of workshop activities) when you arrive.

If you have any questions, please call (603)862-2070 and ask to speak to Rebecca Howard or Michael Gass.

DRESS

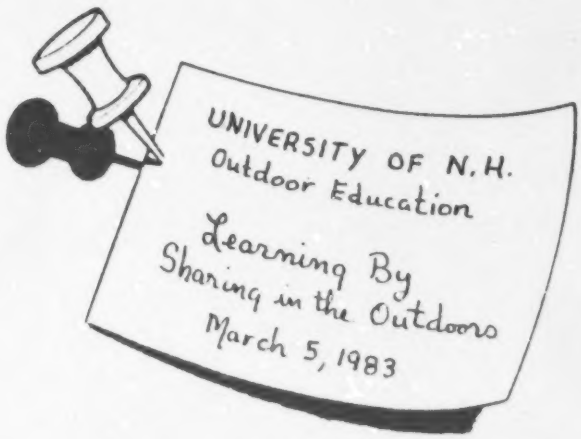
If you plan on participating in outdoor workshops, please dress accordingly. A change of clothing might be a good idea.

FOLLOW-UP ACTIVITY

In an effort to continue learning beyond the scope of this workshop, each presentor will be formulating a write-up of their topic and a list of helpful resources along with the help of a UNH student. These will be made available to workshop participants following the workshop at a nominal fee.

PROCEEDS

After workshop expenses are covered, the proceeds will be donated entirely to the UNH Outdoor Education Program, with most of the money being given to student scholarships.



Choose Five Workshops From the Following:

1. Expedition Planning - A sharing and discussion of thoughts concerning the planning and implementation of land wilderness adventures for extended periods of time.
2. Marine Ecology - The demonstration of teaching techniques using the marine environment as an educational resource.
3. W.E.A., N.O.L.S. and O.B. - A presentation on the purpose of these three wilderness schools by an individual who has participated in all three.
4. Environmental Ecology - The demonstration of teaching techniques using various land environments as an educational resource.
5. Exploring History Through the Outdoors - A hands-on approach on how to use the outdoors as an experiential teaching tool for history.
6. Ropes Course - Learning about the use of a ropes course as a teaching medium through participation and discussion (double session).
7. Bringing Adventure Into the PE Classroom - A discussion on how to bring various adventure education programs into the physical education classroom.
8. Adventure and Family Therapy - Integrating concepts from family therapy with adventure education.
9. Creative Writing and Art - A display on how to use the outdoors as a vehicle to teach creative writing and art.
10. Outdoor Education and Alternative Schools - A discussion and demonstration on the benefits of using the outdoors and experiential education as educational tools with disaffected youth.
11. Basic X-Country Skiing - Learn and/or refresh your beginning x-country skiing techniques.
12. Intermediate X-Country Skiing - Learn and/or refresh your intermediate x-country skiing techniques.
13. Equipment Making and Updating - Tired of paying so much for outdoor equipment? Learn how to make your own and update your current "equipment closet."
14. Trip Techniques - Come and share and learn various techniques which make outdoor trips successful.
15. Women and the Outdoors - A discussion of the value of outdoor adventure education for women.
16. Disabled Populations and the Outdoors - A discussion and presentation of the value of adventure programming for people who are disabled.
17. Acclimatization Activities - Learning about the use of acclimatization as a teaching technique through participation and discussion.
18. Legal Liability and the Outdoors - A lecture and discussion concerning legal matters and the outdoor educator today.
19. Birdwatching as a Teaching Tool - Sharpen your skills and teaching techniques concerning ornithology.
20. Outdoor Leaders and the Field - Listen to and share the concerns a panel of leaders have who are currently in the field of adventure education.

(Detach and complete both sides of this form)

Please indicate your preference for the type of workshops you would be interested in attending by writing 5 workshops in the spaces provided below. Choose from the workshops listed on the right. Your completion of this will help in setting up workshops you would like to attend. Thank you!

1. _____
2. _____
3. _____
4. _____
5. _____

EDUCATION

NAME: _____

ADDRESS: _____

TOWN & STATE: _____ ZIP: _____

PHONE NUMBER: _____

Are you a Vegetarian?

____ Yes ____ No

AFFILIATION (teacher, student, organization, etc): _____

I understand that all possible precautions are taken to insure that all programs and activities at UNH are conducted by mature and qualified personnel in a safe and responsible manner. However, I further understand and agree that UNH and its staff cannot be held liable for any accident that might occur.

_____

Full Signature

Send this form (both sides completed) along with a $15 check or money order made out to UNH Outdoor Education Workshop to: Michael Gass, Coordinator of Outdoor Education
University of New Hampshire, New Hampshire Hall
Durham, NH 03824

THE UNIVERSITY OF NEW HAMPSHIRE
OUTDOOR EDUCATION PROGRAM
PRESENTS

LEARNING BY SHARING
IN THE OUTDOORS

New Hampshire Hall
University of New Hampshire
March 5, 1983
603-862-2070

Michael A. Gass
Coordinator of Outdoor Education
University of New Hampshire
New Hampshire Hall
Durham, NH 03824

603-862-2070

2-10206

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